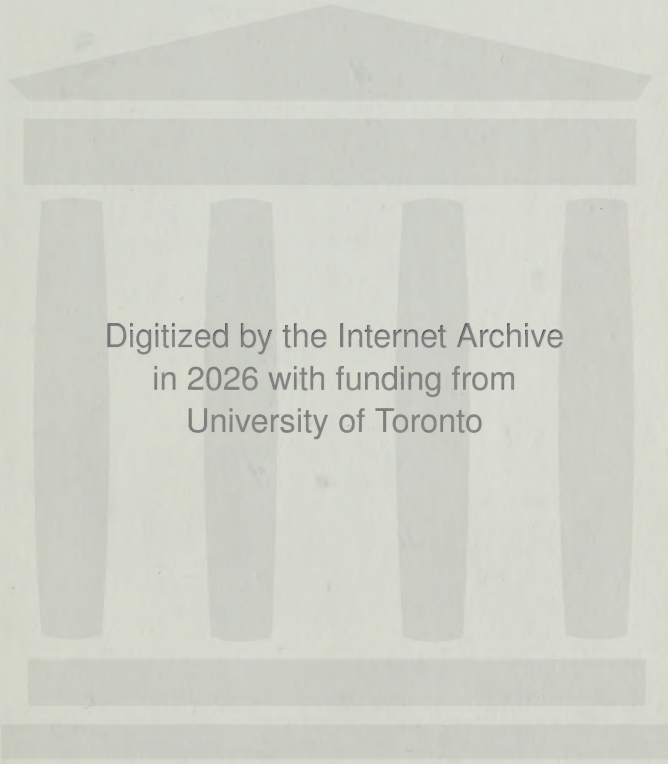


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THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it begins its first session in October, 1907.

The Faculty of Education is the University's professional School of Education. Primarily it trains candidates for diplomas as special or regular teachers, and in particular for Provincial certificates as First-class Public School teachers, and as High School Assistants and Specialists. It also gives instruction looking towards post-graduate degrees in Arts and Philosophy, and offers, for the present at least, courses for degrees in Pedagogy.

Pending the erection of its own Model Schools, the Faculty will use the Public and High Schools of Toronto for purposes of Observation and Practice-teaching. It will conduct its other exercises in the rooms of the University and its Colleges, and amid University influences.

The students in Education may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, they enjoy all the privileges of the other undergraduates and are subject to the same regulations.

Application for admission to the Faculty should be made to the Registrar of the University before October 1. All fees should be paid to the Bursar.

BOARD AND LODGING.

(Extract from Calendar).

Lodging and board are readily obtainable in private boarding-houses within convenient distance of the University at a cost of from three dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretaries of the Young Men's Christian Associations of University College and Victoria College, and students are recommended to consult them with reference to the selection of suitable accommodation.

RESIDENCES.

For Men.

Trinity College.....	Rev. T. C. Street Macklem, Provost.
St. Michael's College.....	Rev. Father Cushing, Superior.
Wycliffe College.....	Rev. T. R. O'Meara, Principal.
Knox College.....	Rev. Wm. MacLaren, Principal.

For Women.

Queen's Hall.....	Mrs. John Campbell, Dean.
Annesley Hall.....	Miss M. E. T. Addison, B.A., Dean.
St. Hilda's College.....	Miss M. Cartwright, Principal.

REGULATIONS AS TO COURSES.

SESSION OF 1907-1908.

- I. The Session of the Faculty of Education shall begin on October 1st and close on May 31st.
- II. Students in attendance in the Faculty of Education shall be classified as *Regular* students and *Occasional* students. Regular students shall be graduates in Arts of any University in the British Dominions, or shall hold Senior Teachers' academic standing under the Regulations of the Education Department of Ontario, and shall not be less than eighteen years of age.
The courses of study shall be a *General Course*, an *Advanced Course*, and *Special Courses*. Regular students shall pursue a *General* or an *Advanced Course*. Subject to the approval of the Faculty of Education, *Occasional* students may be admitted to such *Special* courses as may be offered by the Faculty.

III. A *General Course* shall consist of three parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Elementary and Applied Psychology, School Administration and School Law, School Management, General Method, and Special Methods in the following subjects of the High and Public School Courses:
English, History, Geography, Mathematics, Latin, and one of the following groups:—
 - (a) Biology, Physics, Chemistry and Mineralogy.
 - (b) French and German.
 - (c) Greek and French.
 - (d) Greek and German.
2. Such a review by the student, from an academic standpoint, of the foregoing subjects as is required for the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Culture of both the High and Public School Courses.

PROVINCIAL CERTIFICATES.

1. The Education Department accepts the courses of the Faculty of Education in the University of Toronto as follows:—

(a) The General Course and the Advanced Course with option 1, Part II., as the professional courses for a First Class Public School and a High School Assistant's Interim certificate.

(b) The Advanced Course with option 2, of Part II., as the professional course for a High School Assistant's Interim certificate.

(c) The Special Courses for Specialists as the professional course for Specialists' Interim certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's certificate.

(To come into effect after June, 1908).

2. Certificates of qualification may be awarded by the Education Department on the results of the examinations of the Faculty of Education as follows:—

(1) Interim High and Public School certificates, one or both as the case may be.

(a) To students who have attended regularly and have fulfilled the conditions prescribed by the Education Department for candidates for teachers' certificates, and who have obtained in each of Parts I., II., and III. of their courses, 40% of the marks for each subject, and 60% of the aggregate of the marks for the term's work and final examinations.

(b) On the recommendation of the Faculty of Education, to students in attendance in an Advanced Course with option 1, of Part II., who have failed in Part I., but who have fulfilled the other conditions of (a) above.

(c) To students who are exempt from attendance and from the examination in Part III. of either the General or the Advanced Course and have fulfilled the conditions prescribed by the Education Department for candidates for teachers' certificates, and who have obtained at the examinations in each Parts I. and II. of their courses 40% of the marks for each subject and 60% of the aggregate of marks.

(2) Interim Specialists' certificates:—

(a) To candidates in attendance who have fulfilled the conditions of the General or the Advanced Course and who have obtained 60% of the marks assigned to the term's work and final examinations in the Special Course of their department.

(b) To candidates who are exempt from attendance and who have obtained 60% of the marks assigned the paper in their department.

(3) Public School Inspectors' certificates:—

To candidates who have obtained 40% of the marks for each subject and 60% of the aggregate.

VII. The standing of the students in attendance in a General or an Advanced Course shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and other tests as the Faculty may prescribe. The aggregate of marks for the final examinations shall not be greater than the aggregate for the term work.

The regulations as to percentages, honours and supplemental examinations that obtain in the Faculty of Arts shall apply to the courses in the Faculty of Education.

An unsuccessful candidate for a diploma in the General or the Advanced Course may be required, and candidates unsuccessful in Part III. of either course shall be required to attend a second session and repeat both the term work and the final examinations. If an unsuccessful candidate be required, not to attend a second session, but to repeat the final examinations in whole or in part, he may take such examinations as may be provided, in May or September. On the recommendation of the Faculty, candidates who fail in Part I. of an Advanced Course, with Option 1, may be granted a diploma in the General Course.

VIII. 1. Regular attendance in the General and the Advanced Courses is compulsory, except for such students as are exempt from attendance under the regulations of the Education Department of Ontario, or under Section VII.

2. All students, so exempt, who are duly registered in the Faculty and who pay the annual fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance and instruction in their courses as may reasonably be given to students not in attendance.

IX. The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$15.00. For Special Courses, or Supplemental examinations, or any cases not provided for herein, the fee schedule shall be such as obtains in the Faculty of Arts.

Part III.

Observation and Practice Teaching in the Public and the High Schools of Toronto, with Observation in ungraded rural schools. The Observation will involve the equivalent of fifty school lesson-periods; and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the aptitude and the progress of the student.

In both the Observation and the Practice Teaching of this Course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

IV. An *Advanced Course* shall consist of three parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Applied Psychology, School Administration and School Law, School Management, General Method, and Special Methods in the following subjects of the High and Public School Courses:

English, History, Geography, Mathematics, Latin; and one of the following groups:

- (a) Biology, Physics, Chemistry and Mineralogy.
- (b) French and German.
- (c) Greek and French.
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Applied Psychology in this sub-section will be of an advanced character, and will assume a knowledge of elementary Psychology and Ethics.

2. Such a review by the student, from the academic standpoint, of the foregoing subjects as is required for the High and the Public School Courses.

Part II. An option is allowed between 1 and 2 of this Part.

1. A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Domestic Science (for women), of the Public School Course, and the Reading and Physical Culture of both the High and the Public School Courses.
2. A course of instruction equivalent to Course 1 preceding, and approved by the Faculty of Education, in one of the academic departments for Specialists' certificates recognized by the Education Department, with the Reading and Physical Culture of the High School Course.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course. In the case of students who elect Option 2, Part II., of an Advanced Course, the emphasis will be laid upon the work of the High Schools; and, in the case of other students, on the work of the Public Schools and the Lower Schools of the High Schools.

V. *Special Courses* shall include:

1. (a) Courses for Specialists under the Regulations of the Education Department.
(b) A course for Inspectors of Public Schools; and
(c) Such other Special Courses as may be defined by the Senate from time to time.
2. (a) Throughout the General and Advanced Courses, special provision will be made for candidates for diplomas as Specialists.
(b) For a Public School Inspector's diploma there will be an examination open to those who have fulfilled the conditions prescribed by the Education Department for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; School Economics; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision; including the Supervision of Instruction in all subjects of the Public School Course.

VI. Students with Senior Teachers' standing shall take the General Course. Subjects to the approval of the Faculty of Education. other Regular students may elect the General or the Advanced Course.

Regular students who complete the General or the Advanced Course will receive the diploma of their respective course.

Regular students in the General or the Advanced Course, who hold academic certificates as Specialists and who complete their special and their regular courses, will receive diplomas as Specialists.

Bachelors in Arts who obtain honour standing in one of the Advanced Courses will be entitled, under the same conditions as obtain in the Faculty of Arts, to the Master's Degree in Arts with honours. Graduates in Arts who obtain honour standing in the subjects of either Part I. or Part II., 2, of an Advanced Course may submit such standing *pro tanto* for the Doctor's degree in Philosophy.

3. (1) Candidates for Interim High and Public School certificates in attendance in the Faculty of Education, who have passed in Part III., shall take at their final examinations both Parts I. and II. of the General or of the Advanced Course, as the case may be.

(2) Candidates who have passed in Part III., but who fail in either Part I. or Part II., or in both Parts, may, on the recommendation of the Faculty, complete their courses at a subsequent examination without further attendance.

Candidates who fail in Part III. shall take another session.

(3) Candidates for Interim High and Public School certificates, who are exempt from attendance under the Regulations of the Education Department, or under the conditions of (2) above, may take Part I. of either the General or the Advanced Course at the May examination, and either Part I. or Part II. of said Course or both of said Parts at the September examination.

(4) Candidates for Public School Inspectors' certificates, and candidates for Specialists' certificates, who are exempt from attendance, may take their examinations in May or September.

4. Teachers who have been granted only High School Assistants' Interim certificates may, without further attendance, obtain First Class Public School Interim certificates as well, by passing the examinations in the subjects of option 1, Part II. of the Advanced Course.

5. Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent, may, without further attendance, obtain Specialists' interim standing, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed by the Faculty of Education.

6. Teachers who hold permanent Second Class certificates, with at least Senior Teachers' academic standing, and who have taught successfully for at least five years, may write at the examination without taking the prescribed session, or being required to pass in Part III. (Observation and Practice Teaching) of either the General or the Advanced Course.

7. A student preparing for a certificate of qualification issued by the Education Department may take in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Education Department for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.

8. Candidates for Specialists' certificates under the Regulations of the Education Department shall have their academic standing approved by the Education Department before entering upon their special courses.

9. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in III., Part I., and in IV., Part I., as will suit the condition of candidates who obtained their academic standing in courses other than those recognized in the Regulations of 1904.

DETAILS OF COURSES.

(The bibliographies given in these details are merely *suggestive*. No text-books are *required*. The first book mentioned in each bibliography is to be preferred.)

PART I.

History of Education, and Educational Systems.

General Course:—Evolution of Education in Primitive Society. Oriental Education. Greek Life and Education. Roman Life and Education. Education in the Middle Ages. Scholasticism and the Rise of the Universities. Renaissance and the Rise of Humanism. Reformation and Counter-Reformation. Realism and Science in Education. Education according to Nature. Psychological and Sociological Aspects of Education. The Kindergarten. Modern Tendencies. Education in Germany, United States, Great Britain and Ontario.

References:—Quick. Educational Reformers.

Davidson. A History of Education.

Advanced Course:—The General Course as outlined above with a detailed study of special periods.

References:—Monroe. A Textbook in the History of Education.

Laurie. Pre-Christian Education.

Davidson. Education of the Greek People.

Woodward. Vittorino da Feltre and other Humanist Educators.

Laurie. John Amos Comenius.

Davidson. Rousseau and Education according to Nature.

Pinloche. Pestalozzi and the Modern Elementary School.

De Garmo. Herbart and the Herbartians.

Hughes. Froebel's Educational Laws for all Teachers.

PRINCIPLES OF EDUCATION:

General Course:—Education as a Science. Meaning and Aim of Education. Its Foundations. Factors in Education. Unity of Mental Life. Development of Self Activity. Emotions, Habit, and Will in Education. Sensory and Motor Training. Training of Attention, Memory, and Judgment. Courses of Study. Interrelation of Subjects. Educational Values. Method in Teaching, etc.

References:—Horne. Philosophy of Education.

Dewey. School and Society.

Dewey. Ethical Principles underlying Education.

Butler. The Meaning of Education.

Advanced Course.

An intensive study of the subjects as outlined in the General Course.

References:—The text-books mentioned in the General Course.

Spencer. Essay on Education.

Bain. Education as a Science.

Dewey. The Child and the Curriculum.

PSYCHOLOGY:

General Course:—Physical Basis of Mind. Inborn Tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and Reasoning. Feeling and Emotions. Interest. Habit. Will. Character. Development of Motor Ability. Curiosity. Suggestion and Imitation. Heredity and Environment. Adolescence and Child Study.

References:—James. Talks to Teachers.

Kirkpatrick. The Fundamentals of Child Study.

Advanced Course.

The General Course as outlined above with a study of special problems in Education.

References:—Bagley. The Educative Process.

Thorndike. Educational Psychology.

Thorndike. Notes on Child Study.

Harris. The Psychologic Foundations of Education.

Hall. Adolescence.

SCHOOL ADMINISTRATION AND LAW.

Problems in School Administration. Functions of Various Types of Schools. State and School. Forms of Education Control. Executive and Legislative Functions of School Boards and School Officers. Business Administration. Sites and Buildings. Compulsory Education. Industrial Education. Schools for Delinquents and Defectives. School and Society. Co-operation of Schools with other Educational Agencies. School Law and Regulations of Ontario.

References:—The School Law and Regulations of Ontario.

Hanus. A Modern School.

SCHOOL MANAGEMENT.

Moral and Intellectual Purposes of Schools. Discipline. Incentives. Punishments. Organization. Grading. School Hygiene. Programmes and Time-Tables. Recitations and Questioning. Examinations.

References:—Bagley. Class-Room Management.

Shaw. School Hygiene.

GENERAL METHOD.

Meaning of Instruction. Instruction and Education. Psychologic Foundations of Method. General Principles. Function of the Recitation. Conduct of the Recitation.

References:—Thorndike. Principles of Teaching.

McMurry. Method of the Recitation.

SPECIAL METHODS.

Methods of Instruction in the following subjects as outlined in the Public and High School Courses of Ontario: English—Spelling, Composition, Literature, Grammar, and Rhetoric; History; Geography; Mathematics — Arithmetic, Mensuration, Algebra, Geometry, and Trigonometry; Latin; Greek; French; German; Science—Botany, Zoology, Physics, Chemistry and Mineralogy.

References:—Text-books authorized for the Public and High Schools of Ontario.

Hinsdale. Teaching the Language Arts.

Carpenter, Baker, and Scott. The Teaching of English.

McMurry. Special Method in History.

Redway. The New Basis of Geography.

Smith. The Teaching of Elementary Mathematics.

Young. The Teaching of Mathematics in Secondary Schools.

Bennett and Bristol. The Teaching of Latin and Greek.

Widgery. The Teaching of Languages in the Schools.

Lloyd and Bigelow. The Teaching of Biology.

Smith and Hall. The Teaching of Chemistry and Physics.

PART II.

(See the Public and High School Courses of Ontario for further details of the subjects of Part II.)

Nature Study:—Animal and Plant Life and Life on the Farm. School Gardens. Observation of Farm, Garden, and Household Operations. Soils and Seasons. Water. Air. Heat.

Elementary Science:—Botany, Zoology, Physics, and Chemistry as prescribed for the Fifth Forms and the Continuation Classes of the Public Schools.

Music:—Singing, Note and Sight-work.

Art:—Freehand. Color Work. Clay Moulding. Geometrical Forms. Water-Color Sketches. Model and Memory Drawing. Free-hand Perspective. Correlation with other Departments.

Commercial Work:—Writing. Book-keeping. Business Forms. Stenography. Type-writing.

Constructive Work:—Paper cutting and Folding. Basket and Raffia Work. Cardboard and Paper Construction. Ornamentation. Knife-and-Wood-Work. Use of Wood-working Tools. Exercises in Construction.

Household Science:—Needlework. Cookery. Household Economics. Correlation with other Subjects.

Reading:—Voice Training. Phonics. Oral and Silent Reading.

Physical Culture:—Physical Exercises. Games. Gymnastics. Calis-

thenics. Drill. Treatment of Emergencies. Personal Hygiene.

References:—The text-books authorized for the Public and High Schools of Ontario.

COURSES FOR SPECIALISTS.

Candidates for diplomas as Specialists should familiarize themselves with the recent literature on the professional phases of their special departments.

COURSE FOR INSPECTORS.

References:—Eliot. Educational Reform.

Gilman. University Problems.

Hanus. Educational Aims.

Chancellor. Our Schools—Their Administration and Supervision.

Hall. Adolescence.

Vincent. The Social Mind in Education.

Dewey. The Educational Outlook.

Dewey. The Child and the Curriculum.

Herrick. Commercial Education.

Ware. Educational Foundations of Industry.

Butler. Education in the United States.

Seeley. The German School System.

Balfour. The Educational System of Great Britain and Ireland.

Burrage and Bailey. School Sanitation and Decoration.

Briggs. Modern American School Buildings.

Hodgins. Documentary History of Education in Upper Canada.

School Law and Regulations of Ontario.

Recent Reports of the Minister of Education of Ontario.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

Department of Social Service.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1908 - 1909

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THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1908 - 1909

TORONTO
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ADMINISTRATIVE OFFICERS.

THE UNIVERSITY.

<i>President</i>	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT.
<i>Vice-President</i>	ROBERT RAMSAY WRIGHT, M.A., LL.D.
<i>Registrar</i>	JAMES BREBNER, B.A.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, ESQ.
<i>Librarian</i>	HUGH HORNBY LANGTON, M.A.
<i>Curator of the Museum</i>	HENRY MONTGOMERY, M.A., B.Sc., Ph.D.
<i>Curator of the Archæological Section of the Museum.</i>	CHARLES TRICK CURRELLY, M.A.
<i>Physical Director</i>	JAMES WARREN BARTON, M.D.
<i>Superintendent of Buildings and Grounds.</i>	COLIN GRAHAM CAMPBELL, B.A.

FACULTY OF EDUCATION.

<i>President</i>	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A.
<i>Secretary</i>	

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Pedagogy, Gynmastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

CALENDAR, 1908.

JANUARY.							FEBRUARY.							MARCH.						
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CALENDAR, 1909.

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CALENDAR 1908-1909.

- 1908—Sept. 1 Tuesday. . . . Last day for receiving applications for the September Examinations in Education.
- Sept. 22 Tuesday. . . . Supplemental Examinations in Education begin.
- Oct. 1 Thursday. . . . Academic Year begins.
- Oct. 1 Thursday. . . . Enrolment in classes by the various Professors.
- Oct. 2 Friday. . . . The Opening Address by the President to the Students of all the Faculties at 3 p.m. in Convocation Hall.
- Oct. 9 Friday. . . . Meeting of Senate.
- Nov. 13 Friday. . . . Term Meeting of Senate.
- Dec. 11 Friday. . . . Meeting of Senate.
- Dec. 19-22 Saturday. . . . Term Examinations.
- Dec. 22 Tuesday. . . . Last day of Lectures. Term ends at 5 p.m.
- Dec. 23 Wednesday. . . . Railway certificates issued.
- Dec. 25 Friday. . . . University Buildings closed.
- 1909—Jan. 1 Friday. . . . University Buildings closed.
- Jan. 6 Wednesday. . . . Easter Term begins.
- Jan. 8 Friday. . . . Meeting of Senate.
- Feb. 12 Friday. . . . Meeting of Senate.
- Feb. 24 Wednesday. . . . University Buildings closed.
- Mar. 12 Friday. . . . Meeting of Senate.
- April 9 Friday. . . . University Buildings closed.
- April 16 Friday. . . . Term Meeting of Senate.
- April 26 Monday. . . . Term Examinations.
- May 1 Saturday. . . . Annual Examinations in Education begin.
- May 24 Monday. . . . University Buildings closed.
- June 9 Wednesday. . . . Term Meeting of Senate.
- June 11 Friday. . . . University Commencement.
- July 1 Thursday. . . . University Buildings closed.

FACULTY OF EDUCATION.

1907-8.

- Dean and Professor of Education.....WILLIAM PAKENHAM, B.A.
 Associate Professor of Education..HERBERT T. J. COLEMAN, B.A., Ph.D.
 JAMES WARREN BARTON, M.D.,
 Instructor in Physical Training. 860 College Street.
 HENRY J. CRAWFORD, B.A.,
 Instructor in Methods in Classics. 379 Broadview Ave.
 MISS ETHEL MAY EADIE,
 Instructor in Household Science. 122 Brunswick Ave.
 ROBERT HENRY ELTON, B.A.,
 Instructor in Commercial Work. 477 Dovercourt Road.
 LUTHER E. EMBREE, M.A., LL.D.,
 Supervisor of Practice-Teaching in High Schools and
 Instructor in School Management. 225 Sherbourne Street.
 WILLIAM CHALMERS FERGUSON, B.A.,
 Instructor in Methods in Moderns. 25 Langley Ave.
 ROBERT ALEXANDER GRAY, B.A.,
 Instructor in Methods in Mathematics. 324 Markham Street.
 WILLIAM E. GROVES,
 Instructor in Nature Study and in Elementary Subjects.
 36 Albany Ave.
 EDWARD WILLIAM HAGARTY, M.A.,
 Instructor in Methods in Classics. 662 Euclid Ave.
 JAMES L. HUGHES,
 Supervisor of Practice-Teaching and Instructor in
 Kindergarten Principles. 47 Dundonald Street.
 MISS GERTRUDE LAWLER, M.A.,
 Instructor in Methods in English. 435 Jarvis Street.
 CARL LEHMANN, B.A.,
 Instructor in Methods in Science. 340 Jarvis Street.
 WALTER ERNEST MACPHERSON, B.A., LL.B.,
 Instructor in Methods in English. 65 Muir Ave.
 LLEW. REES,
 Instructor in Music. 427 Gerrard Street East.
 WILLIAM LEEDS RICHARDSON,
 Instructor in Constructive Work and Manual Training.
 117 Farnham Ave.
 MISS JESSIE P. SEMPLE,
 Instructor in Art. 133 Baldwin Street.

GEORGE EDMUND SHAW, B.A.,

Instructor in Methods in Moderns. 484 Ontario Street.

GILBERT ACHESON SMITH, B.A.,

Instructor in Methods in Elementary Science. 190 Dunn Ave.

HENRY WARD, B.A.,

Instructor in Methods in Reading and Elementary Subjects. 118 Kippendavie Ave.

Critics:

Miss M. L. Balmer.....	Ryerson School.
Miss M. Bell.....	Ryerson School.
Miss M. G. Bristol.....	Ryerson School.
Miss R. M. Church.....	Church Street School.
L. J. Clark, B.A.	Harbord Street Collegiate Institute.
Miss A. E. Cullen.....	Church Street School.
Miss L. Davey.....	Ryerson School.
Miss M. M. Elliott.....	Church Street School.
Miss L. A. Fawcett.....	Church Street School.
Miss H. M. Gregory.....	Church Street School.
Miss A. A. Harding.....	Church Street School.
T. J. Ivey, B.A.....	Jarvis Street Collegiate Institute.
Miss E. M. Jolley.....	Church Street School.
T. Kennedy, B.A.....	Harbord Street Collegiate Institute.
Miss K. M. Knowles.....	Ryerson School.
W. J. Loughheed, B.A..	Jarvis Street Collegiate Institute.
Miss L. Maw.....	Ryerson School.
Miss E. M. McConnell.....	Church Street School.
J. H. Mills, B.A.....	Jameson Ave. Collegiate Institute.
H. S. Mott.....	Ryerson School.
Miss L. M. Starrette.....	Ryerson School.
Miss P. Stephen.....	Ryerson School.
Mrs. M. Steward.....	Church Street School.
Miss I. M. Steward.....	Church Street School.
E. H. A. Watson, B.A..	Jameson Ave. Collegiate Institute.
R. Wightman, B.A.....	Jarvis Street Collegiate Institute.
Miss Alice Willson, B.A.	Jameson Ave. Collegiate Institute.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers, and in particular for Provincial certificates as First-class Public School teachers, High School Assistants, Specialists, and Inspectors. It also gives instruction looking towards post-graduate degrees in Arts, and offers courses for degrees in Pedagogy.

Pending the erection of its own Model Schools, the Faculty will use the Public and High Schools of Toronto for purposes of Observation and Practice-teaching. It will conduct its other exercises in the rooms of the University and its Colleges, and amid University influences.

The students in Education may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, they enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty before October 1. All fees should be paid to the Bursar of the University.

The Second Session of the Faculty of Education will open October 1st, 1908, and close May 31st, 1909. The final examinations will be held in May.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding-houses within convenient distance of the University at a cost of from three dollars and fifty cents per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, and by the Secretary of the Young Men's Christian Association of the University, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, St. Hilda's College.

COURSES FOR PROVINCIAL CERTIFICATES.

(a) The General Course and the First Advanced Course, as the professional courses for an Interim First-Class Public School and an Interim High School Assistant's Certificate.

(b) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

(c) The Special Courses for Specialists as the professional courses for Interim Specialist's Certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

TERMS OF ADMISSION.

A candidate for admission to the Faculty of Education shall submit with his application:

(1) A certificate from a competent authority that he will be at least 18 years of age before the first of October. Beginning with the Session of 1909-10, no candidate will be admitted who is not at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One or other of the following:

(a) His certificate of graduation in Arts from the Registrar of any University in the British Dominions.

(b) His Senior Teacher's Certificate.

(c) Until the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

[After the Session of 1910-1911, in addition to his certificate of having passed the July examination for Entrance into the Faculties of Education, he shall be required, if a candidate for a certificate as teacher in a Public School, to submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of the High School prescribed for Entrance into the Faculty of Education. Failing this

certificate he shall pass at the University in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Bookkeeping and Business papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.]

GENERAL COURSE.

A *General Course* consists of three parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the subjects of the Public School course, and the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
 - (b) French and German;
 - (c) Greek and French;
 - (d) Greek and German.
2. A review by the student, from an academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in the Public and the High Schools of Toronto, with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods; and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this Schools and the Lower School of the High Schools. Course, the emphasis will be laid upon the work of the Public

FIRST ADVANCED COURSE.

The First Advanced Course trains for certificates as teachers both in Public and High Schools, and consists of three Parts.

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the subjects of the Public School Course and the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of Elementary Psychology and Ethics.

2. A review by the student, from the academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course and the Reading and Physical Training of both the Public and the High School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

SECOND ADVANCED COURSE.

The Second Advanced Course trains for certificates as teachers in High Schools only, and consists of three Parts.

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review by the student, from the academic standpoint, of the subjects of the High School Courses.

Part II.

1. A course of instruction, both academic and professional, in the Reading and Physical Training of the High School Courses.

2. A course of instruction in one of the academic departments for Specialists' certificates recognized by the Education Department. This course of instruction is to be approved by the Faculty of Education as equivalent to the Public School subjects in Part II. of the First Advanced Course.

Part III.

Observation in the Public and High Schools and Practice Teaching in the High Schools of Toronto. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching the equivalent of twenty lesson-periods, or of more in both cases according to the experience, aptitude and progress of the student.

SPECIAL COURSES.

Special Courses include:—

1. (a) Courses for Specialists under the Regulations of the Education Department of Ontario;
- (b) A course for Inspectors of Public Schools.
2. (a) In both the General and Advanced Courses, special training will be provided for candidates for diplomas as Specialists.
- (b) For a Public School Inspector's diploma there will be an examination in May open to those who have fulfilled the conditions prescribed by the Education Department for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

REGULATIONS.

1. Students in attendance who are graduates in Arts before the beginning of the session may elect the General Course or one of the Advanced Courses. All other regular students including graduates in Arts who are exempt from attendance shall take the General Course.

2. Students who complete the General Course or an Advanced Course will receive the diploma of their respective Courses.

Students in the General Course or in an Advanced Course, who hold academic certificates as Specialists and who complete their special and their regular courses, will receive diplomas as Specialists.

Bachelors in Arts who obtain honour standing in one of the Advanced Courses will be entitled to the Degree of Master of Arts under the conditions defined in section 1(d) of the regulations respecting that degree.

3. The standing of the students in attendance in the General, an Advanced or a Special Course shall be determined by the combined results of the term work and the May examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, in particular of mid-term examinations which shall emphasize the academic aspects of the Public and High School subjects. The maximum marks for the term work in any subject shall be forty per cent. of the aggregate of marks for that subject.

4. Part I. and Part II. examinations are held in May at Toronto or at such local centres as may be selected by the Senate. Part II. examinations may also be held at convenient periods during the Session. The percentage requirements for a Pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I., II. and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each subject. The requirement for honours in the General or Advanced Courses or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

5. A candidate unsuccessful in Part III. or a candidate who while successful in Part III., has not obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I., II. and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in Parts I. and II. at one subsequent examination.
6. (a) Regular attendance in the General and the Advanced Courses is compulsory, except for such students as are exempt from attendance under the regulations of the Education Department of Ontario.
 (b) Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress is unsatisfactory may be dismissed from attendance at any time during the Session.
7. A student preparing for a certificate of qualification issued by the Education Department may take, in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Education Department for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.
8. Candidates for Specialists' certificates under the Regulations of the Education Department shall have their academic standing approved by the Education Department before entering upon their special courses.
9. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the courses as will suit the condition of candidates who obtained their academic standing in courses other than those recognized in the Regulations of 1904.
10. (a) The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$15.00. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session, \$15.00, or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspectors' examination shall be \$15.00. The fee for the University Diploma will be \$2.00.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay the annual fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.

REGULATIONS OF THE EDUCATION DEPARTMENT.

1. Certificates of qualification may be awarded by the Education Department on the results of the examinations of the Faculty of Education as follows:—

(1) INTERIM HIGH SCHOOL ASSISTANTS, AND INTERIM FIRST-CLASS PUBLIC SCHOOL CERTIFICATES, one or both as the case may be.

(a) To students who have attended regularly and have fulfilled the conditions prescribed by the Education Department for candidates for teachers' certificates, and who have obtained in each of Parts I., II., and III. of their Courses 40% of the marks for each subject and 60% of the aggregate of the marks for the term's work and final examinations.

(b) To students who are exempt from attendance and from the examination in Part III., and have fulfilled the conditions prescribed by the Education Department for candidates for teachers' certificates, and who have obtained at the examinations in each of Parts I. and II. of their courses 40% of the marks for each subject and 60% of the aggregate of marks.

(2) INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, valid for one year, to students in the General and First Advanced Courses who have obtained at least 35% of the marks for each subject in Parts I. and II., and at least 55% of the aggregate of the marks for each of said Parts, and have passed in Part III.

(3) INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of the General or the Advanced Course and who have obtained 60% of the marks assigned to the term's work and final examinations in the Special Course of their department.

(b) To candidates who are exempt from attendance and who have obtained 60% of the marks assigned to paper or papers in their department.

(4) PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—

To candidates who have obtained 40% of the marks for each paper and 60% of the aggregate of marks.

2. (a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First-Class Public School Certificates, by passing at one examination and with the usual percentages in the Special Public School subjects of the General Course and by satisfying the Faculty by a practical test, of their ability to teach Public School Classes.

(b) Teachers who hold First-Class Public School or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' standing, provided they hold the necessary academic certificate and pass in May the professional examinations for such standing in the Special Courses prescribed by the Faculty of Education.

(c) Teachers who hold permanent Second-Class Certificates, with at least the academic standing prescribed for entrance into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for Interim First-Class Public School Certificates, taking Parts I. and II. together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also on satisfying the Faculty, by a practical test, of their ability to teach High School Classes.

(d) Candidates who have attended a Session in any Course, and have obtained at least 35% of the marks for each subject in Parts I. and II., and at least 55% of the aggregate of the marks for each of said Parts, and have passed in Part III., may write at the examinations for Interim First-Class Public School or High School Assistants' Certificates without taking the session over again or being required to pass again in Part III.

3. (a) An Interim First-Class Public School Certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and, if over 21 years of age, to teach in a High School also.

An Interim High School Assistant's Certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School.

Interim Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

(b) After at least two years' successful experience as a teacher, the holder of an Interim Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First-Class Public School teacher or as a High School Assistant, ordinary or special, according to the class of school in which the holder of the certificate has taught, provided, however, that the holder of the Interim Certificate is then 21 years of age.

A graduate in Arts in any University in the British Dominions, who holds a High School Assistant's Certificate, and who, as shown by the report of the High School Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

COURSES OF INSTRUCTION.

(The bibliographies given below are merely *suggestive*. No text-books are *required*. The first book mentioned under each subject is to be preferred.)

PART I.

HISTORY OF EDUCATION, AND EDUCATIONAL SYSTEMS.

General Course:—Evolution of Education in Primitive Society. Oriental Education—Chinese, Hebrew, and Hindu Education as types. Educational Ideals of Eastern and Western Nations compared. Greek Life and Civilization. Old Greek Education with Spartan Education as its type. New Greek Education with Athenian Education as its type. The Sophists and the great Educational Theorists, Socrates, Plato and Aristotle. The Idea of a Liberal Education. Roman Life and Civilization. Roman Educational Ideals and Practices contrasted with those of Greece. Great Educational Theorists, Cicero and Quintilian. The Idea of a Practical Education. Life in the Middle Ages. Christianity and Education. The Education of the Monastery and the Castle. Scholasticism and the Rise of the Universities. The Renaissance and the Rise of Humanism. Educational Significance of the Renaissance. The Work of Boccaccio, Erasmus, Da Feltre, Ascham and Sturm. The Reformation and Counter-Reformation. Luther and Elementary Education. The Jesuits and the Teaching Orders. Realism and Science in Education. Types of Realism represented by Rabelais and Milton, by Montaigne, by Ratich, Bacon and Mulcaster, and by Comenius. Education according to Nature. Development of the New Ideal in Locke, Rousseau, and Basedow. The Psychological Ideal in Education as represented in the Work of Pestalozzi, Herbart and Fröbel. The Scientific Movement. The Sociological Ideal. Present Day Tendencies in Education. The Development of Public Education in Germany, Great Britain, France, the United States, and Ontario.

References:—Monroe. A Brief Course in the History of Education.

Davidson. A History of Education.

Advanced Course:—The General Course repeated, with a detailed study of special periods.

References:—Monroe. A Brief Course in the History of Education.

Davidson. Education of the Greek People.

Woodward. Vittorino da Feltre and other Humanist Educators.

Laurie. John Amos Comenius.

Davidson. Rousseau and Education according to Nature.
 Pinloche. Pestalozzi and the Modern Elementary School.
 De Garmo. Herbart and the Herbartians.
 Hughes. Froebel's Educational Laws for all Teachers.

PRINCIPLES OF EDUCATION:—

(1) *General Course:—*A course of lectures dealing in the main with the following topics:—

Introduction.—The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

Physical Aspects of Education.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education, its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

Mental Aspects of Education.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

Moral Aspects of Education.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Thoughts on Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society, and Ethical Principles underlying Education.

*References:—*Raymont. Principles of Education.

Horne. Psychological Principles of Education.

Giddings. Elements of Sociology.

Dewey. School and Society.

Advanced Course:—

1. Lectures of a more advanced character upon the topics detailed in Part I. of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

*References:—*Those of the General Course, and in addition:

Mackenzie. Social Philosophy.

Dewey. The School and the Child. The Educational Situation.

PSYCHOLOGY AND GENERAL METHOD:

*General Course:—*Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and Reasoning. Feeling and Emotions. Interest. Habit. Will. Character. Development of Motor Ability. Curiosity. Suggestion and Imitation. Heredity and Environment. Adolescence and Child Study. Meaning of Instruction. Instruction and Education. Psychologic Foundations of Method. General Principles. Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

*Advanced Course:—*Lectures of a more advanced character upon the topics of the General Course as outlined above with a study of special problems in Education.

*References:—*Titchener. Primer of Psychology.

Angell. Psychology.

James. Talks to Teachers on Psychology.

Kirkpatrick. Fundamentals of Child Study.

Thorndike. Principles of Teaching.

Bagley. The Educative Process.

McMurry. Method of the Recitation.

Findlay. Principles of Class Teaching.

SCHOOL MANAGEMENT AND SCHOOL LAW.

(a) Moral and Intellectual Purposes of Schools. Physical Training. Discipline. School Habits. Incentives. Punishments. School Organization. Grading. Course of Study and Time-Tables. Classification and Promotion. Daily Programmes. Principles of Teaching. Technique of Class Instruction. Recitations and Questioning. Examinations and other Tests.

(b) Problems in School Administration. Functions of Various Types of Schools. State and School. Forms of Educational Control. Executive and Legislative Functions of School Boards and School Officers. Relation of Principal to Teachers, and Teachers to Parents, Trustees and Caretaker. Business Administration. Sites, Buildings and Equipment. Class Room Decoration. School Sanitation and Hygiene. School Reports. Compulsory Education. Industrial Education. Schools for Delinquents and Defectives. School and Home. School and Society. Co-operation of Schools with other Educational Agencies. School Law and Regulations of Ontario.

References:—Landon. Principles and Practice of Teaching and School Management.

Bagley. Class Room Management.

The School Law and Regulations of Ontario.

Shaw. School Hygiene.

SPECIAL METHOD.

The Courses in Special Method will deal with the selection and organization of the content of the various School subjects in the terms of the curricula of the Education Department of Ontario, and will include a discussion of methods of instruction in each subject, together with an academic review of the subject itself. The following subjects will be discussed:

PART I.

(For further details see the Public and High School Courses of the Education Department of Ontario.)

English—Spelling, Composition, Literature, Grammar, and Rhetoric; History; Geography; Mathematics—Arithmetic, Mensuration, Algebra, Geometry, and Trigonometry; Latin; Greek; French; German; Science—Botany, Zoology, Physics, Chemistry, and Mineralogy.

References:—Text-books authorized for the Public and High Schools of Ontario.

Chubb. The Teaching of English.

Carpenter, Baker and Scott. The Teaching of English.

McMurry. Special Method in History, in the Reading of English, etc., etc.

Geikie. Teaching of Geography.

Smith. The Teaching of Elementary Mathematics.

Young. The Teaching of Mathematics in Secondary Schools.

Bennett and Bristol. The Teaching of Latin and Greek.

Report of the Committee of Twelve. (On Modern Languages.)

Jespersen. How to Teach a Foreign Language.

Lloyd and Bigelow. The Teaching of Biology.

Smith and Hall. The Teaching of Chemistry and Physics.

Ganong. The Teaching Botanist.

PART II.

NOTE: While the same general purposes direct the courses in the subjects of both Part I. and Part II., special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

(For further details consult the curricula of the Education Department of Ontario.)

Nature Study and School Gardens:—Character and Scope of Nature Study. Material for Nature Study. Content. Methods. Purpose of School Gardens. Preparation and Plans. Excursions and Collections.

Elementary Science:—Botany, Zoology, Physics and Chemistry as prescribed for Fifth Forms and the Continuation Schools. Construction of Simple Apparatus. A Course in the Methods of Experimentation, and in the Manipulation of Apparatus.

Music:—A Course both practical and theoretical to include Tune, Time, and Rhythm, Ear-training, Voice-training, Singing, Tonic Sol-fa and Staff-Notation, the Minor Mode, etc.

Art:—Freehand. Color Work. Clay Moulding. Water-Color Sketches. Model and Memory Drawing. Freehand Perspective. Applied Design. Correlation with other subjects.

Commercial Work:—Writing—Material, Position, Movement, Grouping and Practice. Bookkeeping. Business Forms. Stenography. Type-writing.

Constructive Work:—Its Nature, Scope and History. Educational and Practical Values. Methods. Tools and Materials. The Workshop. Practice in the use of paper, cardboard, raffia, reed, clay, wood. Mechanical Drawing.

Household Science:—Needlework. Cooking. Household Economics. Correlation with other subjects.

Reading:—Its Scope and Processes. Voice Training. Phonics. Forms of Reading. Methods in Reading.

Physical Training:—Breathing Exercises. Exercises for Legs, Arms, Neck and Trunk. Corrective Exercises. Games. Gymnastics. Calisthenics. Drill. Treatment of Emergencies. Personal Hygiene.

References:—The text-books authorized for the Public and High Schools of Ontario.

Silcox and Stevenson. Modern Nature Study.

Hodge. Nature Study and Life.

The Educational Music Course, Books I., II., III., IV.
(Teachers' Edition).

Art Education Drawing Book Course (Prang).
McMurry. Special Method in Primary Reading.
Penman's Art Journal.

COURSES FOR SPECIALISTS.

Candidates for diplomas as Specialists should familiarize themselves with the recent literature on the professional phases of their special departments.

COURSE FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies in Education may be studied in current educational literature and in such works as *Education and Interest* (De Garmo), *The Educational Situation and the School and the Child* (Dewey), *A Modern School* (Hanus), *The Children* (Darroch), *Among Country Schools* (Kern), *Moral Education* (Griggs), *The Place of Industries in Elementary Education* (Dopp), *School Sanitation and Decoration* (Burrage and Bailey).

Modern Educational Systems, in particular the systems of Great Britain, Germany, and the United States may be studied in current educational literature or in portions of such works as the *Educational Systems of Great Britain and Ireland* (Balfour), *The History of Education in the United States* (Dexter), *German Education, Past and Present* (Paulsen, trans. Lorenz).

It is to be understood that all books mentioned in this sub-section, as in the other sub-sections of this Course, are suggestive, and in no sense obligatory.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada or Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, *Public Education in Upper Canada* (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the *Public Schools Act*, the *High Schools Act*, the *Truancy Act*, *Department of Education Act*, and the *Regulations of the Education Department* and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection, and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of a competency to instruct and to supervise instruction in any of the subjects of the Public School Courses of study. The only reference suggested here is the *School Law and Regulations of Ontario*. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in Education while they have also become more professional in purpose; the examinations have been divided into sections to be taken in the same or different years; and, through the staff of the Faculty of Education, the University now offers assistance in the form of guidance in course to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B.Paed. or D.Paed. from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (a) a degree in Arts, not being an honorary degree, from any University in the British Dominions; and (b) a first class or High School Assistant's certificate granted by the Education Department of Ontario or a certificate of equal value.
2. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education, in the Science of Education, and in the History and Criticism of Educational Systems.
3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.
4. The candidate shall register before November 1st. He shall register as an intra-mural student to take such classes in the University as may be approved by the Faculty of Education, or he shall register as an extra-mural student to receive such guidance in his course as may reasonably be given to a student not in attendance. The fee for guidance in the Course is \$5 per session for each section of the Course.
5. The examination shall be held in May at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by

the Senate, provided the candidate or candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of April of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each section, if taken separately, \$8. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each section (A or B) may be taken and will be examined on separately. The standard for a Pass degree shall be 50% of the marks assigned to each section. The candidate who obtains 50% of the marks of each section and 66% of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 50% of the marks of each section and 75% of the aggregate of marks shall be awarded a degree with First Class Honours.

8. Subjects of Examination.

(The bibliographies given below are not obligatory, they are suggestive only.)

A.

History of Psychology and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Weber. History of Philosophy.

Sidgwick. History of Ethics.

Muirhead. Chapters from Aristotle's *Ethica*.

Watson. Hedonistic Theories.

Descartes. Method and Meditations (Veitch).

J. S. Mill. Examination of Hamilton, and Utilitarianism.

Wundt. Outlines of Psychology.

Titchener. Outlines of Psychology.

King. Psychology of Child Development.

Thorndike. Educational Psychology.

Mackenzie. Manual of Ethics.

Giddings. Elements of Sociology.

B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Dickinson. The Greek View of Life.

Monroe. Sourcebook of the History of Education for the Greek and Roman Period.

Spencer. Education.

Hall. Youth.

Tyler. Growth and Education.

O'Shea. Education as Adjustment.

De Garmo. Secondary Education.

Hanus. Educational Aims and Educational Values.

Monroe. Text-book in the History of Education.

Candidates are recommended to read such additional works on the great modern educators (Comenius, Erasmus, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, etc.) as may be necessary to ensure an intelligent conception of their place and importance in the history of education. Specific advice as to books will be given to those desiring it.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D. Pæd.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions, with (a) honors in a department or (b) a Provincial certificate as specialist, or (c) the degree of B. Pæd.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register before November 1st. He shall register as an intra-mural student to take such University classes as may be approved by the Faculty of Education, or he shall register as an extra-mural student to receive such guidance in his Course as may reasonably be given to one not in attendance. The fee for guidance in the Course is \$5 per session for each section of the Course.

4. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to education; in the Science of Education, and in the History and Criticism of Modern Educational Systems, with special reference to Ontario. He shall also submit on or before April 1st a thesis on some educational topic selected with the approval of the Faculty of Education. After the examiners have reported in favor of the candidate's answer papers and thesis, and before the degree of D. Paed. is conferred the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in sections, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, percentages, honors, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each section when taken separately \$8. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

A.

History of Psychology and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Höfding. History of Modern Philosophy.
 Windelband. History of Ancient Philosophy.
 Plato. Republic.
 Dewey. Leibnitz (Griggs Series).
 The Philosophy of Kant, Watson's Selections.
 Wundt. Physiological Psychology.
 Seashore. Laboratory Course in Psychology.
 James. Principles of Psychology.
 Stout. Analytical Psychology.
 Green. Prolegomena to Ethics.
 Bosanquet. Philosophical Theory of the State.
 Ward. Applied Sociology.

B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Harris. Psychological Foundations of Education.
 O'Shea. Dynamic Factors in Education.
 Harper. Trend of Higher Education.
 Fitch. Thomas and Matthew Arnold.
 Brown. The Making of our Middle Schools.
 Hall. Aspects of Child Life and Education.
 Welton. The Logical Bases of Education.
 Payne. Education of Teachers.

Candidates are recommended to read the more important educational works of Bacon, Locke, Rousseau, Pestalozzi, Herbart and Froebel so far as to ensure an adequate knowledge of their influence on modern education. They will be expected, moreover, to make themselves familiar with the existing educational systems of Great Britain, Germany, United States and Canada, and with contemporary movements and tendencies in education by means of standard works and current educational literature. Specific advice as to books, etc., will be given to those desiring it.

THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO.**COURSES OFFERED BY THE FACULTY OF EDUCATION.**

The examinations for First Class Public School and High School Assistant Certificates may be taken in May of each year. Candidates who hold Second Class Certificates and have taught successfully for five years are exempt from attendance in the Faculty of Education. Candidates who have attended and taken the Practical Examinations of the Normal College or (under certain conditions) of the Faculty of Education are also exempt from attendance. For all candidates so exempt and for others who desire the training, Courses of Instruction are offered in the Summer Session. While the lectures in these courses are limited to specified subjects, it is intended that the work in education should include instruction and guidance in all subjects of the May examinations.

The courses in Art and Elementary Science are complex in character and are so arranged as to meet the requirements of the First Class Public School and High School Assistant examinations and (in Art, at least) of the Art Specialist examinations, and to meet in particular the demands that rise out of the new regulations as to "Approved Schools."

While the courses in Hygiene and Physical Training cover the work prescribed for First Class Public School and High School Assistant Certificates they are offered primarily in response to recent tendencies in school practice.

In the Summer Session of 1908, courses were offered in the following subjects: the History of Education and Educational Systems; the Principles of Education and General Method; Applied Psychology; and Elementary Science, Art, Hygiene and Physical Training.

REGISTER OF STUDENTS.

FACULTY OF EDUCATION.

ADVANCED COURSE.

Adams, J. H.....	Toronto	Macdonald, Miss D. P....	Toronto
Arthur, Miss N.....	Trenton	Mackenzie, Miss S. C....	Kirkfield
Bastedo, Miss A. S.....	Toronto	Massy, Miss M. A....	Summerside, P.E.I.
Booth, Miss E. H.....	Toronto	Matthews, Miss J. E....	Almonte
Brain, Miss A. B.....	Toronto	McCrae, Miss M.....	Brantford
Burk, Miss C. A.....	Markham	McMillan, Miss H.....	London
Burt, Miss A. B.....	Paris	Miller, E. A.....	Smith's Falls
Carlisle, J. O.....	Toronto	Moule, Miss C. L.....	Toronto
Cohoon, J. W.....	Birr	O'Connell, Miss M. E....	Peterboro'
Coombs, F. E.....	Bradford	O'Donoghue, Miss M. H.	Stratford
Corbett, L. H.....	Corbett	Ovens, Miss W. E.....	London
Cunningham, Miss C. S...	Toronto	Parker, Miss E. B.....	Toronto
Dafoe, Miss N. M.....	Madoc	Pyke, A. J.....	St. Mary's
Dufton, Miss L. I.....	Toronto	Rae, W. A.....	Toronto
Dugit, Miss R. A.....	Woodstock	Roberts, R. H.....	Stratford
Dunlop, Miss M. J.....	Goderich	Robinson, Miss E.....	Toronto
Edmison, R. W.....	Brighton	Russell, J. W.....	Latchford
Edwards, Miss G.....	Toronto	Scrimgeour, W. G.....	Guelph
Faint, Miss P. B.....	Toronto	Shields, Miss E. B.....	Brockville
Freeze, Miss H. L., St. John W., N.B.		Smith, Miss K. E.....	Port Hope
Galloway, Miss J. L.....	Toronto	Smith, Miss K.....	Toronto
Gilray, Miss R. G.....	Toronto	Swift, S. C.....	Petrolea
Graeb, Miss H. M.....	Toronto	Todd, Miss F.....	Toronto
Graham, Miss H. S.....	Toronto	Walker, Miss E.....	Toronto
Hall, W.	Parkhill	Ward, Miss A. L.....	Cobourg
Hally, Miss I. O.....	Toronto	Westacott, Miss F. E....	Toronto
Hitchon, Miss A. C. H...	Belleville	Willson, Miss C.....	Marshville 55
Jolliffe, E. H.....	Clinton		

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Anderson, Miss N. L...	Frankfort	Carbert, R. H.	Harkaway
Annan, Miss M. M....	Dunbarton	Casselman, F. C.	Toronto
Ayers, Miss M. S....	Beamsville	Caulfield, Miss M. K.	Toronto
Banford, Miss J....	Hawkesbury	Chamberlin, Miss E. M...	Toronto
Barr, Miss L. A.	Ingersoll	Chidley, Miss E.	Clinton
Beattie, L. S.	Ingersoll	Clarke, B. W.	Lemonville
Bechtel, Miss E. M. ...	Waterford	Clarke, Miss E. B.....	Trenton
Blake, R. J.	Thedford	Clerke, Miss V. H.	Thedford
Bramfitt, G. N. Pontypridd, S. W.		Clipperton, W. H.	Toronto
Brown, Miss Beatrice M...	Oshawa	Clothier, Miss B.	Kemptville
Brown, Miss Bessie M...	Hamilton	Cole, Miss E. E. B.....	Toronto
Brown, Miss U. K...	West Toronto	Conway, Miss I.	Uxbridge
Brazill, Miss I. A.....	Toronto	Cooke, Miss D.	Toronto
Campbell, J. D.....	Wingham	Coombes, Miss M.	Hamilton 53

Cooper, Miss R. M.	Port Hope	Lee, H. E.	Stoney Creek
Coulthard, Miss A. E.	Strathburn	Leddy, J. J.	Ottawa
Crawforth, Miss B. A.	Whitby	Leitch, Miss G. B.	Erin
Crealy, Miss E.	Strathroy	Lobb, Miss Z. M.	Niagara Falls
Creighton, M. T.	Elginfield	Lugsdin, Miss W. E.	Toronto
Cross, Miss J. I.	Gravenhurst	MacDonald, D. A.	Maxville
Dickson, Miss H. M.	Brantford	MacDougall, D. P.	Marvelville
Dobbyn, Miss L. C.	Shetland	Madill, Miss M. E.	Orillia
Doupe, H. A.	Kirkton	Manson, Miss S. H.	St. Catharines
Duncan, Miss N. M.	Port Dover	Martin, Miss H.	Waterloo
Dunlop, C. G.	Springfield	Mason, A. A.	Toronto
Dunlop, Miss E. C.	Springfield	Mathieson, Miss E.	Toronto
Dunlop, Miss E. G.	Goderich	McBride, Miss E. L. M.	Grafton
Dunwoodi, Miss N. M.	Albert	McCaffrey, Miss M. B.	Toronto
Dwyer, Miss M.	Chesterville	(Sister M. Ermingarde.)	
Eastcott, A. E.	Brechin	McCamus, Miss M. K.	Listowel
Eby, Miss W. M.	Toronto	McCorkell, E. J.	Udney
Edge, Miss A. I.	Edge Hill	McIntosh, Miss A. W.	Marden
Elliot, Miss A. H.	Hamilton	McKay, Miss M.	Toronto
Elliott, H. E.	Forest	(Sister M. Austin.)	
English, J. W.	Mimico	McKerlie, Miss B.	Vanessa
Evans, Miss N.	Stoney Creek	McKinlay, A. S.	Georgetown
Ewers, C. F.	Bolton	McKone, E. H.	London
Fairbairn, Miss M.	Toronto	McLennan, Miss A. J.	Paisley
Fawcett, W. J.	Alliston	McMahon, F. O.	Drumbo
Firby, Mrs. E. E.	Corinth	McMurchie, Miss H.	Harriston
Flanagan, Miss F. M.	Paris	McNaughton, Miss B.	Galt
Fleming, Miss L. M.	Toronto	Meadows, Miss P. C.	Bingham Rd.
Fleming, R. F.	Ottawa	Mitchell, Miss J. A.	Niagara Falls
Flock, Miss N. F.	Woodburn	Montague, W. E.	Galt
Ford, Miss K. P.	Lucknow	Morris, N. D.	Orillia
Ford, Miss W. M.	Lucknow	Morton, Miss A.	Hamilton
Fox, Miss M. L.	Lucan	Mosey, Miss A. M.	Leamington
Fraser, Miss L. M.	Kelvin	Mott, W. R.	Norwich
Fraser, Miss L. B.	Hay Bay	O'Callaghan, Miss M.	Lindsay
Fydell, M. R.	Pine River	O'Leary, Miss S.	Orillia
Geddes, W. S.	Ailsa Craig	O'Malley, Miss I. F.	Toronto
Godard, Miss M. M.	Toronto	Palmer, Miss E.	Fingal
Graham, J. G.	Dutton	Park, M. H.	Uxbridge
Graves, Miss E.	London	Parker, Mrs. F. G.	Seaforth
Gregory, Miss L.	Davenport	Patterson, Miss E.	Arkona
Hair, Miss M.	Rockford	Payne, Miss L. J.	Toronto
Halliday, Miss F. F.	Chesley	Pelton, Miss L. J.	Kemptville
Halliday, Miss J. M.	Chesley	Phelps, Miss M. L.	Aylmer (West)
Hamilton, Miss E. L.	Wychwood	Philp, Miss L. M.	Cannington
Harwood, W. H.	Lemonville	Pickering, J. R.	Riceville
Hindson, A. W.	Wardsville	Pigott, Miss M.	Guelph
Hone, A. D.	Petrolea	Ritchie, Miss E.	Guelph
Iler, Miss H. A.	Ridgetown	Rogers, W. G.	Lindsay
Joynt, J. H.	St. Helen's	Ronan, Miss F. T.	Tottenham
Kelly, Miss H. M.	Egmondville	Rose, Miss M. L.	Winchester
Keys, Miss V. I.	Orangeville	Ross, Miss A. E.	Port Dalhousie
Kilgour, Miss R. C.	Cornwall	Russell, S.	Owen Sound
Kilner, Miss M.	Fergus	Scanlon, Miss M. G.	Aurora
Kinnee, H. C.	Vellore	Schmidlin, Miss V. J.	East Toronto
Lawrence, Miss L. S.	Seaforth	Scott, Miss J. M.	Victoria Square

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Scott, Miss R....Victoria Square
 Sinclair, Miss M. F....Harriston
 Sinclair, R. J.....Harriston
 Smith, C. R. Norham
 Smith, J. M. Delhi
 Smith, Miss M. Whitby
 Sorley, Miss J. L.....

Cumming's Bridge

Stewart, Miss B. R..Scarboro Jet.
 Thomas, N. J.....Port Stanley
 Thomlinson, Miss E.....Atwood
 Thorpe, Miss E. M.....Midland
 Tobin, Miss L.....Cornwall
 Trace, C. M.....Elmvale

Tupper, Miss B. A.....Waterford
 Vallentyne, H. J.....Derryville
 Vanderburg, W. A.....Decewsville
 Vassie, Miss J. L.....Dundas
 Walks, B. Galt
 Watermann, Miss J. E..Fraserville
 Watson, Miss G. T.....Seaforth
 Webster, Miss L.....Napanea
 White, Miss E. M.....Port Hope
 Whyte, Miss M. A.....Arnprior
 Willison, N. Torrance
 Winnett, Miss V. E.....London
 Wyman, Miss E. M.....Essex
 Yenney, H. A.....Peterborough

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

General Announcement.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1909 - 1910

TORONTO
THE UNIVERSITY PRESS

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CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION
1909 - 1910

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THE UNIVERSITY PRESS

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<i>Curator of the Archæological Section of the Museum.</i>	
	CHARLES TRICK CURRELLY, M.A.
<i>Physical Director</i>	JAMES WARREN BARTON, M.D.
<i>Superintendent of Buildings and Grounds.</i>	
	COLIN GRAHAM CAMPBELL, B.A.

FACULTY OF EDUCATION.

<i>President</i>	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A.
<i>Secretary</i>	

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

CALENDAR, 1909.

JANUARY.							FEBRUARY.							MARCH.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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APRIL.							MAY.							JUNE.						
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JULY.							AUGUST.							SEPTEMBER.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31	..	..	..	..	26	27	28	29	30	..	..
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OCTOBER.							NOVEMBER.							DECEMBER.						
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10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
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CALENDAR, 1910.

JANUARY.							FEBRUARY.							MARCH.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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APRIL.							MAY.							JUNE.						
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CALENDAR 1909-1910.

1909—July	2	Friday . . .	Summer Session begins.
Aug.	7	Saturday . .	Summer Session closes.
Sept.	28	Tuesday . .	Academic Year begins.
Sept.	28	Tuesday . .	Enrolment in classes by the various Professors.
Sept.	29	Wednesday .	The Opening Address by the President to the Students of all the Faculties at 3 p.m. in Convocation Hall.
Oct.	8	Friday . . .	Meeting of Senate.
Oct.	9	Saturday . .	Meeting of Caput.
Nov.	12	Friday . . .	Term Meeting of Senate.
Dec.	10	Friday . . .	Meeting of Senate.
Dec.	13-17		Term Examinations.
Dec.	17	Friday . . .	Last day of Lectures. Term ends at 1 p.m.
Dec.	17	Friday . . .	Railway certificates issued.
Dec.	25	Saturday . .	University Buildings closed.
1910—Jan.	1	Saturday . .	University Buildings closed.
Jan.	4	Tuesday . .	Easter Term begins.
Jan.	14	Friday . . .	Meeting of Senate.
Feb.	9	Wednesday .	University Buildings closed.
Feb.	11	Friday . . .	Meeting of Senate.
Mar.	11	Friday . . .	Meeting of Senate.
Mar.	25	Friday . . .	University Buildings closed.
April	1	Friday . . .	Term Meeting of Senate.
May	1	Saturday . .	Annual Examinations in Education begin.
May	24	Tuesday . .	University Buildings closed.
June	8	Wednesday .	Term Meeting of Senate.
June	10	Friday . . .	University Commencement.
July	1	Friday . . .	University Buildings closed.

FACULTY OF EDUCATION.

1903-9.

- Dean and Professor of Education.....WILLIAM PAKENHAM, B.A.
 Associate Professor of Education..HERBERT T. J. COLEMAN, B.A., PH.D.
 JAMES WARREN BARTON, M.D.,
 Instructor in Physical Training. 860 College Street.
 HENRY J. CRAWFORD, B.A.,
 Instructor in Methods in Classics. 379 Broadview Ave.
 MISS M. S. MACDONALD,
 Instructor in Household Science. Lillian Massey School.
 ROBERT HENRY ELTON, B.A.,
 Instructor in Commercial Work. 477 Dovercourt Road.
 LUTHER E. EMBREE, M.A., LL.D.,
 Supervisor of Practice-Teaching in High Schools and
 Instructor in School Management. 225 Sherbourne Street.
 WILLIAM CHALMERS FERGUSON, B.A.,
 Instructor in Methods in Moderns. 156 Langley Ave.
 ROBERT ALEXANDER GRAY, B.A.,
 Instructor in Methods in Mathematics. 324 Markham Street.
 WILLIAM E. GROVES,
 Instructor in Nature Study and in Elementary Subjects.
 36 Albany Ave.
 EDWARD WILLIAM HAGARTY, M.A.,
 Instructor in Methods in Classics. 662 Euclid Ave.
 JAMES LAUGHLIN HUGHES,
 Supervisor of Practice-Teaching and Instructor in
 Kindergarten Principles. 47 Dundonald Street.
 MISS GERTRUDE LAWLER, M.A.,
 Instructor in Methods in English. 435 Jarvis Street.
 CARL LEHMANN, B.A.,
 Instructor in Methods in Science. 340 Jarvis Street.
 WALTER ERNEST MACPHERSON, B.A., LL.B.,
 Instructor in Methods in English. 65 Muir Ave.
 LLEW. REES,
 Instructor in Music. 427 Gerrard Street East.
 WILLIAM LEEDS RICHARDSON,
 Instructor in Constructive Work and Manual Training.
 117 Farnham Ave.

MISS JESSIE P. SEMPLÉ,	
<i>Instructor in Art.</i>	52 Dundonald Street.
MISS JULIA SINE HILLOCK, B.A.,	
<i>Instructor in Methods in Moderns.</i>	47 Withrow Ave.
GILBERT ACHESON SMITH, B.A.	
<i>Instructor in Methods in Elementary Science.</i>	190 Dunn Ave.
HENRY WARD, B.A.,	
<i>Instructor in Methods in Reading and in Elementary Subjects.</i>	118 Kippendavie Ave.

Critics:

Miss M. L. Balmer.....	Ryerson School.
Miss M. Bell.....	Ryerson School.
Miss M. G. Bristol.....	Ryerson School.
Miss R. M. Church.....	Church Street School.
L. J. Clark, B.A....	Harbord Street Collegiate Institute.
Miss A. E. Cullen.....	Church Street School.
Miss L. Davey.....	Ryerson School.
A. W. R. Doan.....	Church Street School.
Miss L. A. Fawcett.....	Church Street School.
Miss F. I. Fraser.....	Church Street School.
Miss A. A. Harding.....	Church Street School.
T. J. Ivey, B.A.....	Jarvis Street Collegiate Institute.
Miss E. M. Jolley.....	Church Street School.
Miss K. M. Knowles.....	Ryerson School.
W. J. Lougheed, B.A..	Jarvis Street Collegiate Institute.
Miss L. Maw.....	Ryerson School.
Miss E. M. McConnell.....	Church Street School.
J. H. Mills, B.A.....	Jameson Ave. Collegiate Institute.
H. S. Mott.....	Ryerson School.
Miss L. M. Starrette.....	Ryerson School.
Miss P. Stephen.....	Ryerson School.
Miss I. M. Steward.....	Church Street School.
E. H. A. Watson, B.A..	Jameson Ave. Collegiate Institute.
R. Wightman, B.A..	Harbord Street Collegiate Institute.
Miss A. Willson, B.A.....	Riverdale High School.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers, and in particular for Provincial certificates as First-class Public School teachers, High School Assistants, Specialists, and Inspectors. It also gives instruction looking towards post-graduate degrees in Arts, and offers courses for degrees in Pedagogy.

Pending the erection of its own Model Schools, the Faculty will use the Public and High Schools of Toronto for purposes of Observation and Practice-teaching. It will conduct its other exercises in the rooms of the University and its Colleges, and amid University influences.

The students in Education may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, they enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty before October 1. All fees should be paid to the Bursar of the University.

The Third Session of the Faculty of Education will open October 1st, 1909, and close May 31st, 1910. The final examinations will be held in May.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding-houses within convenient distance of the University at a cost of from three dollars and fifty cents per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Secretary of the Young Men's Christian Association of the University, the Lady Superintendent of University College, and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

COURSES FOR PROVINCIAL CERTIFICATES.

(a) The General Course and the First Advanced Course, as the professional courses for an Interim First-Class Public School and an Interim High School Assistant's Certificate.

(b) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

(c) The Special Courses for Specialists as the professional courses for Interim Specialist's Certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

TERMS OF ADMISSION.

A candidate for admission to the Faculty of Education shall submit with his application:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of ~~September~~ *October*.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One or other of the following:

(a) His certificate of graduation in Arts from the Registrar of any University in the British Dominions.

(b) His Senior Teacher's Certificate.

(c) Until the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

[After the session of 1910-1911, in addition to his certificate of having passed the July examination for Entrance into the Faculties of Education, he shall be required, if a candidate for a certificate as teacher in a Public School, to submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of the High School prescribed for Entrance into the Faculty of Education. Failing this

certificate he shall pass at the University in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Bookkeeping and Business papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.]

GENERAL COURSE.

A *General Course* consists of three parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the subjects of the Public School Course, and the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review by the student, from an academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in the Public and the High Schools of Toronto, with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods; and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

FIRST ADVANCED COURSE.

The *First Advanced Course* trains for certificates as teachers both in Public and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the subjects of the Public School Course and the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review by the students, from the academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course and the Reading and Physical Training of both the Public and the High School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

SECOND ADVANCED COURSE.

The *Second Advanced Course* trains for certificates as teachers in High Schools only, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review by the student, from the academic standpoint, of the subjects of the High School Courses.

Part II.

1. A course of instruction, both academic and professional, in the Reading and Physical Training of the High School Courses.

2. A course of instruction in one of the academic departments for Specialists' certificates recognized by the Education Department. This course of instruction is to be approved by the Faculty of Education as equivalent to the Public School subjects in Part II. of the First Advanced Course.

Part III.

Observation in the Public and High Schools and Practice Teaching in the High Schools of Toronto. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching the equivalent of twenty lesson-periods, or of more in both cases according to the experience, aptitude and progress of the student.

SPECIAL COURSES.

Special Courses include:—

1. (a) Courses for Specialists under the Regulations of the Education Department of Ontario;
- (b) A course for Inspectors of Public Schools.
2. (a) In both the General and Advanced Courses, special training will be provided for candidates for diplomas as Specialists.
- (b) For a Public School Inspector's diploma there will be an examination in May open to those who have fulfilled the conditions prescribed by the Education Department for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

REGULATIONS.

1. Students in attendance who are graduates in Arts before the beginning of the session may elect the General Course or one of the Advanced Courses. All other regular students including graduates in Arts who are exempt from attendance shall take the General Course.
2. Students who complete the General Course or an Advanced Course will receive the diploma of their respective Courses.

Students in the General Course or in an Advanced Course, who hold academic certificates as Specialists and who complete their special and their regular courses, will receive diplomas as Specialists.

Bachelors in Arts who obtain honour standing in one of the Advanced Courses will be entitled to the Degree of Master of Arts under the conditions defined in section 1(d) of the regulations respecting that degree.

3. The standing of the students in attendance in the General, an Advanced or a Special Course shall be determined by the combined results of the term work and the May examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, in particular of mid-term examinations which shall emphasize the academic aspects of the Public and High School subjects. The maximum marks for the term work in any subject shall be forty per cent. of the aggregate of marks for that subject.
4. Part I. and Part II. examinations are held in May at Toronto or at such local centres as may be selected by the Senate. Part II. examinations may also be held at convenient periods during the Session. The percentage requirements for a Pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I., II. and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each subject. The requirement for honours in the General or Advanced Courses or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

5. A candidate unsuccessful in Part III. or a candidate who while successful in Part III., has not obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I., II. and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in Parts I. and II. at one subsequent examination.

6. (a) Regular attendance in the General and the Advanced Courses is compulsory, except for such students as are exempt from attendance under the regulations of the Education Department of Ontario.

(b) Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress is unsatisfactory may be dismissed from attendance at any time during the Session.

7. A student preparing for a certificate of qualification issued by the Education Department may take, in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Education Department for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.

8. Candidates for Specialists' certificates under the Regulations of the Education Department shall have their academic standing approved by the Education Department before entering upon their special courses.

9. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the courses as will suit the condition of candidates who obtained their academic standing in courses other than those recognized in the Regulations of 1904.

10. (a) The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$15.00. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspectors' examination shall be \$15.00. The fee for the University Diploma will be \$2.00.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay the annual fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.

REGULATIONS OF THE EDUCATION DEPARTMENT.

1. Certificates of qualification may be awarded by the Education Department on the results of the examinations of the Faculty of Education as follows:—

(1) INTERIM HIGH SCHOOL ASSISTANTS', AND INTERIM FIRST-CLASS PUBLIC SCHOOL CERTIFICATES, one or both as the case may be.

(a) To students who have attended regularly and have fulfilled the conditions prescribed by the Education Department for candidates for teachers' certificates, and who have obtained in each of Parts I., II., and III. of their Courses 40% of the marks for each subject and 60% of the aggregate of the marks for the term's work and final examinations.

(b) To students who are exempt from attendance and from the examination in Part III., and have fulfilled the conditions prescribed by the Education Department for candidates for teachers' certificates, and who have obtained at the examinations in each of Parts I. and II. of their courses 40% of the marks for each subject and 60% of the aggregate of marks.

(2) INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, valid for one year, to students in the General and First Advanced Courses who have obtained at least 35% of the marks for each subject in Parts I. and II., and at least 55% of the aggregate of the marks for each of said Parts, and have passed in Part III.

(3) INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of the General or the Advanced Course and who have obtained 60% of the marks assigned to the term's work and final examinations in the Special Course of their department.

(b) To candidates who are exempt from attendance and who have obtained 60% of the marks assigned to paper or papers in their department.

(4) PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—

To candidates who have obtained 40% of the marks for each paper and 60% of the aggregate of marks.

2. (a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First-Class Public School Certificates, by passing at one examination and with the usual percentages in the special Public School subjects of the General Course and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(b) Teachers who hold First-Class Public School or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' standing, provided they hold the necessary academic certificate and pass in May the professional examinations for such standing in the Special Courses prescribed by the Faculty of Education.

(c) Teachers who hold permanent Second-Class Certificates, with at least the academic standing prescribed for Entrance into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for Interim First-Class Public School Certificates, taking Parts I. and II. together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Candidates who have attended a Session in any Course, and have obtained at least 35% of the marks for each subject in Parts I. and II., and at least 55% of the aggregate of the marks for each of said Parts, and have passed in Part III., may write at the examinations for Interim First-Class Public School or High School Assistants' Certificates without taking the session over again or being required to pass again in Part III.

3. (a) An Interim First-Class Public School Certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and, if over 21 years of age, to teach in a High School also.

An Interim High School Assistant's Certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School.

Interim Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

(b) After at least two years' successful experience as a teacher, the holder of an Interim Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First-Class Public School teacher or as a High School Assistant, ordinary or special, according to the class of school in which the holder of the certificate has taught, provided, however, that the holder of the Interim Certificate is then 21 years of age.

A graduate in Arts in any University in the British Dominions, who holds a High School Assistant's Certificate, and who, as shown by the report of the High School Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

COURSES OF INSTRUCTION.

(The bibliographies given below are merely *suggestive*. No textbooks are *required*. The first book mentioned under each subject is to be preferred.)

GENERAL AND ADVANCED COURSES.

PART I.

HISTORY OF EDUCATION, AND EDUCATIONAL SYSTEMS.

General Course:—Evolution of education in primitive society. Oriental education—Chinese, Hebrew and Hindu education as types. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Boccaccio, Erasmus, Vittorino Da Feltre, Ascham and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Milton, by Montaigne, by Ratich, Bacon and Mulcaster, and by Comenius. Education according to nature. Development of the new ideal in Locke, Rousseau, and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Fröbel. The scientific movement. The sociological ideal. Present day tendencies in education. The development of public education in Germany, Great Britain, France, the United States, and Ontario.

References:—Monroe. A Brief Course in the History of Education.
Davidson. A History of Education.

Advanced Course:—The General Course repeated, with a detailed study of special periods.

References:—Monroe. A Brief Course in the History of Education.
Davidson. Education of the Greek People.
Woodward. Vittorino da Feltre and other Humanist Educators.
Laurie. John Amos Comenius.
Davidson. Rousseau and Education according to Nature.
Pinloche. Pestalozzi and the Modern Elementary School.
De Garmo. Herbart and the Herbartians.
Hughes. Froebel's Educational Laws for all Teachers.

PRINCIPLES OF EDUCATION.

General Course:—(1) A course of lectures dealing in the main with the following topics:—

Introduction.—The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

Physical Aspects of Education.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education, its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

Mental Aspects of Education.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

Moral Aspects of Education.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Thoughts on Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society, and Ethical Principles underlying Education.

References:—Raymont. Principles of Education.

Horne. Psychological Principles of Education.

Giddings. Elements of Sociology.

Dewey. School and Society.

Advanced Course:—

1. Lectures of a more advanced character upon the topics detailed in Part I. of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

References:—Those of the General Course, and in addition:

Mackenzie. Social Philosophy.

Dewey. The School and the Child. The Educational Situation.

PSYCHOLOGY AND GENERAL METHOD.

General Course:—Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and Reasoning. Feeling and Emotions. Interest. Habit. Will. Character. Development of Motor Ability. Curiosity. Suggestion and Imitation. Heredity and Environment. Adolescence and Child Study. Meaning of Instruction. Instruction and Education. Psychologic Foundations of Method. General Principles. Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

Advanced Course:—Lectures of a more advanced character upon the topics of the General Course as outlined above with a study of special problems in Education.

References:—Titchener. Primer of Psychology.

Angell. Psychology.

James. Talks to Teachers on Psychology.

Kirkpatrick. Fundamentals of Child Study.

Thorndike. Principles of Teaching.

Bagley. The Educative Process.

McMurry. Method of the Recitation.

Findlay. Principles of Class Teaching.

SCHOOL MANAGEMENT AND SCHOOL LAW.

(a) Moral and intellectual purposes of schools. Physical training. Discipline. School habits. Incentives. Punishments. School organization. Grading. Course of Study and Time-Tables. Classification and promotion. Daily programmes. Principles of teaching. Technique of class instruction. Recitations and questionings. Examinations and other tests.

(b) Problems in School Administration. Functions of various types of schools. State and school. Forms of educational control. Executive and legislative functions of school boards and school officers. Relation of principal to teachers, and teachers to parents, trustees and caretaker. Business administration. Sites, buildings and equipment. Class room decoration. School sanitation and hygiene. School reports. Compulsory education. Industrial education. Schools for delinquents and defectives. School and home. School and society. Co-operation of schools with other educational agencies. School Law and Regulations of Ontario.

References:—Landon. Principles and Practice of Teaching and School Management.

Bagley. Class Room Management.

The School Law and Regulations of Ontario.

Shaw. School Hygiene.

SPECIAL METHOD.

The Courses in Special Method will deal with the selection and organization of the content of the various school subjects in the terms of the curricula of the Education Department of Ontario, and will include a discussion of methods of instruction in each subject, together with an academic review of the subject itself. The following subjects will be discussed:

PART I.

(For further details see the Public and High School Courses of the Education Department of Ontario.)

English—Spelling, Composition, Literature, Grammar, and Rhetoric; History; Geography; Mathematics—Arithmetic, Mensuration, Algebra, Geometry, and Trigonometry; Latin; Greek; French; German; Science—Botany, Zoology, Physics, Chemistry, and Mineralogy.

References:—Text-books authorized for the Public and High Schools of Ontario.

Chubb. The Teaching of English.

Carpenter, Baker and Scott. The Teaching of English.

McMurry. Special Method in History, in the Reading of English, etc., etc.

Geikie. Teaching of Geography.

Smith. The Teaching of Elementary Mathematics.

Young. The Teaching of Mathematics in Secondary Schools.

Bennett and Bristol. The Teaching of Latin and Greek.

Report of the Committee of Twelve. (On Modern Languages.)

Jespersen. How to Teach a Foreign Language.
Lloyd and Bigelow. The Teaching of Biology.
Smith and Hall. The Teaching of Chemistry and Physics.
Ganong. The Teaching Botanist.

PART II.

NOTE: While the same general purposes direct the courses in the subjects of both Part I. and Part II., special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

(For further details consult the curricula of the Education Department of Ontario.)

Nature Study and School Gardens:—Character and Scope of Nature Study. Material for Nature Study. Content. Methods. Purpose of School Gardens. Preparation and Plans. Excursions and Collections.

Elementary Science:—Botany, Zoology, Physics and Chemistry as prescribed for Fifth Forms and the Continuation Schools. Construction of Simple Apparatus. A Course in the Methods of Experimentation, and in the Manipulation of Apparatus.

Music:—A Course both practical and theoretical to include Tune, Time, and Rhythm, Ear-training, Voice-training, Singing, Tonic Sol-fa and Staff-Notation, the Minor Mode, etc.

Art:—Freehand. Color Work. Clay Moulding. Water-Color Sketches. Model and Memory Drawing. Freehand Perspective. Applied Design. Correlation with other subjects.

Commercial Work:—Writing—Material, Position, Movement, Grouping and Practice. Bookkeeping. Business Forms. Stenography. Type-writing.

Constructive Work:—Its Nature, Scope and History. Educational and Practical Values. Methods. Tools and Materials. The Workshop. Practice in the use of paper, cardboard, raffia, reed, clay, wood. Mechanical Drawing.

Household Science:—Needlework. Cooking. Household Economics. Correlation with other subjects.

Reading:—Its Scope and Processes. Voice Training. Phonics. Forms of Reading. Methods in Reading.

Physical Training:—Breathing Exercises. Exercises for Legs, Arms, Neck and Trunk. Corrective Exercises. Games. Gymnastics. Calisthenics. Drill. Treatment of Emergencies. Personal Hygiene.

References:—The text-book authorized for the Public and High Schools of Ontario.

Silcox and Stevenson. Modern Nature Study.

Hodge. Nature Study and Life.

The Educational Music Course, Books I., II., III., IV.
(Teachers' Edition).

Art Education Drawing Book Course (Prang).

McMurry. Special Method in Primary Reading.

Penman's Art Journal.

COURSES FOR SPECIALISTS.

Candidates for diplomas as Specialists should familiarize themselves with the recent literature on the professional phases of their special departments.

COURSE FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies in Education may be studied in current educational literature and in such works as *Education and Interest* (De Garmo), *The Educational Situation and the School and the Child* (Dewey), *A Modern School* (Hanus), *The Children* (Darroch), *Among Country Schools* (Kern), *Moral Education* (Griggs), *The Place of Industries in Elementary Education* (Dopp), *School Sanitation and Decoration* (Burrage and Bailey).

Modern Educational Systems, in particular the systems of Great Britain, Germany, and the United States may be studied in current educational literature or in portions of such works as *The Educational Systems of Great Britain and Ireland* (Balfour), *The History of Education in the United States* (Dexter), *German Education, Past and Present* (Paulsen, trans. Lorenz).

It is to be understood that all books mentioned in this sub-section, as in the other sub-sections of this Course, are suggestive, and in no sense obligatory.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada or Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, *Public Education in Upper Canada* (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the High Schools Act, the Truancy Act, Department of Education Act, and the Regulations of the Education Department and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection, and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of a competency to instruct and to supervise instruction in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in Education while they have also become more professional in purpose; and the examinations have been divided into sections to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B.Paed. or D.Paed. from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from any University in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Education Department of Ontario or a certificate of equal value.

2. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education, in the Science of Education, and in the History and Criticism of Educational Systems.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

5. The examination shall be held in May at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate or candidates thereat defray the cost of the local examination. The candidates shall send notice not later than the 1st of April of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each section, if taken separately, \$8. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each section (A or B) may be taken and will be examined on separately. The standard for a Pass degree shall be 50% of the marks assigned to each section. The candidate who obtains 50% of the marks of each section and 66% of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 50% of the marks of each section and 75% of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory, they are suggestive only.)

A.

History of Psychology and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Weber. History of Philosophy.

Sidgwick. History of Ethics.

Muirhead. Chapters from Aristotle's Ethics.

Watson. Hedonistic Theories.

Descartes. Method and Meditations (Veitch).

J. S. Mill. Examination of Hamilton, and Utilitarianism.

Wundt. Outlines of Psychology.

Titchener. Outlines of Psychology.

King. Psychology of Child Development.

Thorndike. Educational Psychology.

Mackenzie. Manual of Ethics.

Giddings. Elements of Sociology.

B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Dickinson. The Greek View of Life.

Monroe. Sourcebook of the History of Education for the Greek and Roman Period.

Spencer. Education.

Hall. Youth.

Tyler. Growth and Education.

O'Shea. Education as Adjustment.

De Garmo. Secondary Education.

Hanus. Educational Aims and Educational Values.

Monroe. Text-book in the History of Education.

Candidates are recommended to read such additional works on the great modern educators (Comenius, Erasmus, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, etc.) as may be necessary to ensure an intelligent conception of their place and importance in the history of education. Specific advice as to books will be given to those desiring it.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions, with (a) honours in a department or (b) a Provincial certificate as specialist, or (c) the degree of B.Paed.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

4. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education; in the Science of Education, and in the History and Criticism of Modern Educational Systems, with special reference to Ontario. He shall also submit on or before April 1st a thesis on some educational topic selected with the approval of the Faculty of Education. After the examiners have reported in favor of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in sections, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each section when taken separately \$8. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

A.

History of Psychology and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Höfding. History of Modern Philosophy.

Windelband. History of Ancient Philosophy.

Plato. Republic.

Dewey. Leibnitz (Griggs Series).

The Philosophy of Kant, Watson's Selections.

Wundt, Physiological Psychology.
 Seashore, Elementary Experiments in Psychology.
 James. Principles of Psychology.
 Stout. Analytical Psychology.
 Green. Prolegomena to Ethics.
 Bosanquet. Philosophical Theory of the State.
 Ward. Applied Sociology.

B.

Science of Education (two papers);
 History and Criticism of Educational Systems.

References:—Harris. Psychological Foundations of Education.
 O'Shea. Dynamic Factors in Education.
 Harper. Trend of Higher Education.
 Fitch. Thomas and Matthew Arnold.
 Brown. The Making of our Middle Schools.
 Hall. Aspects of Child Life and Education.
 Welton. The Logical Bases of Education.
 Payne. Education of Teachers.

Candidates are recommended to read the more important educational works of Bacon, Locke, Rousseau, Pestalozzi, Herbart and Froebel so far as to ensure an adequate knowledge of their influence on modern education. They will be expected, moreover, to make themselves familiar with the existing educational systems of Great Britain, France, Germany, United States and Canada, and with contemporary movements and tendencies in education by means of standard works and current educational literature. Specific advice as to books, etc., will be given to those desiring it.

THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO.

COURSES OFFERED BY THE FACULTY OF EDUCATION.

The Special Course for candidates for degrees in Pedagogy will take the form of a seminar for the discussion of the more significant theories of Plato, Aristotle, Descartes, Leibnitz, Kant, Mill, Green, etc.

The examinations for First Class Public School and High School Assistant Certificates may be taken in May of each year. Candidates who hold Second Class Certificates and have taught successfully for five years are exempt from attendance in the Faculty of Education. Candidates who have attended and taken the Practical Examinations of the Normal College or (under certain conditions) of the Faculty of Education are also exempt from attendance. For all candidates so exempt and for others who desire the training, Courses of Instruction are offered in the Summer Session. While the lectures in these courses are limited to specified subjects, it is intended that the work in education should include instruction and guidance in all subjects of the May examinations.

The courses in Art and Elementary Science are complex in character and are so arranged as to meet the requirements of the First Class Public School and High School Assistant examinations and (in Art, at least) of the Art Specialist examinations, and to meet in particular the demands that rise out of the new regulations as to "Approved Schools."

While the course in Physical Training covers the work prescribed for First Class Public School and High School Assistant Certificates it is offered primarily in response to recent tendencies in school practice.

In the Summer Session of 1909, courses were offered in the following subjects: the Psychology and Ethics of the Courses in Pedagogy; the History of Education and Educational Systems; the Principles of Education; Applied Psychology and General Method; Elementary Science, Art, and Physical Training.

REGISTER OF STUDENTS.

FACULTY OF EDUCATION.

ADVANCED COURSE.

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 Boyle, Miss G. M. Toronto
 Burgess, Miss I. B. Union
 Carman, Miss M. E. Iroquois
 Carmichael, Miss J. O.
 Penetanguishene
 Chadwick, Miss E. G. Toronto
 Cockburn, Miss C. C. Toronto
 Findlay, Miss M. C. Barrie
 Gosnell, Miss M. C. Highgate
 Graham, Miss F. Lindsay
 Hackett, E. Peterborough
 Halbert, E. J. Shelburne
 Handy, Miss L. M. F. Toronto
 Harrison, Miss F. P. V., Thorndale
 Hildred, Miss E. L. Woodstock
 Hutchinson, J. I. Toronto
 Kerr, Mrs. E. W. Athens
 Kersey, R. R. Castlemore
 Knight, Miss C. M. Mandaumin
 Laidlaw, R. Georgetown
 Laird, Miss F. E. A. Caledonia
 Lloyd, Miss L. E. V. Toronto
 McCully, Miss L. E. Toronto
 McCutcheon, Miss H. F. Belton
 McDiarmid, Miss E. M. Fingal
 McDonald, Miss L. Tillsonburg
 McQuarrie, G. B. Valetta
 McWhorter, Miss M. A. V.
 Smith's Falls

MacKinnon, Miss F. Douglas
 MacLean, A. Byron
 Mark, C. E. Lindsay
 Moir, Miss M. I. Toronto
 Murray, Miss M. L. St. Thomas
 Newton, Miss M. L. Toronto
 Nichol, Miss S. W. Toronto
 Norsworthy, Miss O. A.
 St. Thomas
 Oakley, Miss M. G. St. Mary's
 Parlow, Miss H. C. Toronto
 Pentecost, Miss C. M. Toronto
 Pinel, Miss H. L. Maynard
 Rice, Miss K. C. S. St. Mary's
 Robinson, Miss E. S. Toronto
 Rowland, Miss M. H. Toronto
 Russell, J. W. Latchford
 Ruthven, Miss G. Eglinton
 Shepherd, Miss E. M. Kirkfield
 Simpson, A. M. Newry
 Sinkins, Miss A. G. Toronto
 St. Jacques, H. Ottawa
 Tassie, Miss R. W. Toronto
 Trowern, Miss I. H. Toronto
 Upshall, B. A. Mayfield
 Yarwood, Miss M. C. St. G.
 Belleville
 Zurbrigg, J. M. New Hamburg

GENERAL COURSE.

Abel, Miss M. H. Fergus
 Armstrong, Miss E. Iroquois
 Auld, Miss M. C. Essex
 Austin, Miss G. C. Listowel
 Baker, Miss P. Z. Courtright
 Banford, Miss J. Hawkesbury
 Barclay, Harriet Guelph
 Bartley, Miss H. M. Lindsay
 Bicknell, H. E. Petrolea
 Bigelow, Miss S. S. Cornwall
 Bottoms, Miss E. M. Ridgetown

Bowen, Miss A. Alymer
 Brazill, Miss I. A. Toronto
 Brown, C. L. Woodstock
 Brown, Miss M. T. Meaford
 Buchanan, Miss W. I. Rondeau
 Cameron, J. M. Burns
 Campbell, Miss H. M. Toronto
 Carr, H. P. Toronto
 Carrie, Miss E. L. Toronto
 Carruthers, Miss D. M.
 Burwell Road

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Clark, Miss M.	Barrie	McCullough, J. L.	Guelph
Cline, Miss M. M.	East Aurora, N.Y.	McGill, G. W.	Bowmanville
.....	East Aurora, N.Y.	McHaffie, Miss G. H. ..	Hamilton
Coulter, Miss A.	Bowmanville	McIntosh, Miss A. W.	Marden
Coyne, B.	Chesterville	McKenna, Miss B. J.	St. Thomas
Crummer, Miss E. M. E. ..	Watford	McKibbin, Miss G.	Moorefield
Dales, Miss P.	Brockville	McLeod, Miss I.	Hamilton
Davidson, Miss V. M.	Wingham	Macdonald, Miss C. V.	Muirkirk
Duncan, Miss N. M.	Port Dover	MacDonald, T. A.	Minden
Dunlop, Miss E. C.	Springfield	MacGregor, Miss J. D.	London
Dunning, Miss J. W.	Cassburn	Madill, Miss M. E.	Orillia
Eade, E.	West Hill	Magee, Miss C.	Athens
Elliot, Miss A. M.	Hamilton	Marshall, Miss F. L.	Ridgetown
Ellis, Miss R. A.	Listowel	Masson, Miss I. F.	Owen Sound
Estabrook, Miss A. L.		Messer, Miss C. M.	Bluevale
.....	Glenwood Station	Mitchell, B.	Watford
Fasken, Miss B. M.	Erindale	Moriarty, J.	Orillia
Fennell, T. H.	Carp	Morris, Miss W.	Oil Springs
File, Miss A. L.	Napanee	Morrison, Miss O. E.	Elmvale
Fleck, Miss M. C.	Hamilton	Morton, Miss C. H.	Ailsa Craig
Forster, Miss D. E.	Welland	Mott, W. R.	Norwich
Foster, E. M.	Scotland	Mustard, J. T.	Brucefield
Fryer, Miss A.	Mohawk	Owens, C. R.	Tottenham
Gardiner, Miss I. M.	Farquhar	Peck, Miss G. M.	Dutton
Giffen, W. S.	Toronto	Perry, Miss G. M.	Kincardine
Gillrie, Miss E.	Arthur	Phelan, Miss H. M.	Parkhill
Goodall, Miss N.	Barrie	Phillips, F. S.	Toronto
Gould, Elva	Uxbridge	Poldon, Miss H. L.	Norwich
Grainger, Miss L.	Creemore	Power, Miss E. A.	Delhi
Griffiths, Miss G. M.	Thorold	Preston, Miss J. M.	Stratford
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Haines, Miss A.	Cheltenham	Robb, Miss E. M.	Seaforth
Hall, Miss G. F.	L'Orignal	Robertson, Miss H. E.	Glencoe
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Harry, F. T.	Caledonia	Ross, Miss B.	Port Dalhousie
Hartman, Miss C. S.	Clarksburg	Rutherford, Miss W. D.	
Hartry, R. R.	Seaforth		St. Helen's
Hedley, H. D.	St. Mary's	Ryan, Miss G.	Brantford
Hill, Miss R. B.	Essex	Sailsbury, Miss O. M.	Cobourg
Hodgins, Miss E.	Ailsa Craig	Saunders, Miss L.	Strathroy
Hueston, Miss L. A.	Thorndale	Scott, Miss R.	Victoria Square
Hulse, Miss C.	Orangeville	Shea, P. J.	Snider's Corners
Humphries, Miss B. R.	Guelph	Shepley, Miss B.	Essex
Hutchison, Miss M. B.	Chatham	Smith, H. L.	Morganstown
Jenkins, W. S.	King	Snider, Miss L. H.	Mount Forest
Jennings, F. C.	Palmerston	Stanbury, Miss F. M.	Bayfield
Johnston, Miss H.	Ingersoll	Steele, Miss J. M.	Orangeville
Jones, Miss M. A.	Niagara Falls S.	Stirling, Miss C.	Bayfield
Kelly, H.	London	Stortz, Miss E.	Arthur
Kirk, W. F.	Toronto	Summers, B. S.	Winchester
Lannan, Miss M. L.	Port Colborne	Summers, Miss L.	Alymer
Lawr, M.	Allandale	Swinarton, Miss L.	Toronto
Lee, Miss A. A.	Norwich	Tench, Miss L. E.	Midland
McArdle, Miss E.	Hamilton	Thompson, H. C.	Kincardine
McColl, F. W.	Wooler	Telchard, J. T.	Durham

Tomlinson, N. F.	Willowdale	Weatherill, Miss H. E. M.	
Towle, Miss L. A.	Kintore		Wyoming
Trotter, Miss B. E.	Toronto	Welsh, Miss A.	Lurgan
Troy, Miss G.	Whitechurch	Wholton, Miss O. M. ..	Hamilton
Ungar, Miss A. P.	Napanee	Wightman, Miss G. E. ...	Sarnia
Walls, Miss A. E.	Sarnia	Wiley, J. E.	Wroxeter
Ward, W. J. P.	Lucan	Wilson, Miss A. E.	Toronto
Waters, Miss F. L.	Guelph	Wyman, Miss M.	Essex

COURSES FOR SPECIALISTS.

Dwyer, Miss M. J.	Chatham	Pilkey, P. J.	Toronto
Hanna, W. E.	St. Catharines	Sheppard, A. M.	
McMillan, W. J.	Nassagaweya	Thomson, Miss H. M. ..	Welland
Munro, Miss M. K.	Toronto	Tuck, J. R.	Brampton

COURSES FOR DEGREES IN PEDAGOGY.

Amos, H. E.	Mitchell	Miller, E. A.	Uxbridge
Gilchrist, D. A.	Picton	Moshier, D. D.	Toronto
Hedley, R. W.	Strathroy	Phillips, W. A.	Toronto
Jennings, E. W.	St. Thomas	Reed, G. H.	Markham
Keillor, J.	Toronto	Roberts, R. H. ..	Edmonton, Alta.
Little, R. A.	London	Rutherford, W. H.	Toronto
McCaig, J.	Edmonton, Alta.		

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1910-1911

UNIVERSITY PRESS
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THE
CALENDAR

OF THE

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FACULTY OF EDUCATION

1910-1911

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<i>Secretary</i>	

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture,, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

CALENDAR 1910-1911.

1910—July	4.....	Summer Session begins.
Aug.	12.....	Summer Session closes.
Sept.	27.....	Academic Year begins.
Sept.	27.....	Enrolment in classes by the various Professors.
Sept.	28.....	The Opening Address by the President to the Students of all the Faculties at 3 p.m. in Convocation Hall.
Oct.	6.....	Meeting of Council.
Nov.	3.....	Meeting of Council.
Dec.	1.....	Meeting of Council.
Dec.	13-16.....	Term Examinations.
Dec.	16.....	Last day of Lectures. Term ends at 1 p.m.
Dec.	16.....	Railway certificates issued.
1911—Jan.	4.....	Easter Term begins.
Jan.	5.....	Meeting of Council.
Feb.	2.....	Meeting of Council.
Mar.	2.....	Meeting of Council.
April	6.....	Meeting of Council.
May	1.....	Annual Examinations in Education begin.
May	4.....	Meeting of Council.
June	9.....	University Commencement.

FACULTY OF EDUCATION.

1909-10.

Dean and Professor of Education.....WILLIAM PAKENHAM, B.A.
Associate Professor of Education.

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Instructor in School Management. 225 Sherbourne Street.

WILLIAM CHALMERS FERGUSON, B.A.,
Instructor in Methods in Moderns. 156 Langley Ave.

ROBERT ALEXANDER GRAY, B.A.,
Instructor in Methods in Mathematics. 324 Markham Street.

WILLIAM E. GROVES,
Instructor in Nature Study and in Elementary Subjects.
 36 Albany Ave.

EDWARD WILLIAM HAGARTY, M.A.,
Instructor in Methods in Classics. 662 Euclid Ave.

JAMES LAUGHLIN HUGHES,
Supervisor of Practice-Teaching and Instructor in
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MISS GERTRUDE LAWLER, M.A.,
Instructor in Methods in English. 435 Jarvis Street.

CARL LEHMANN, B.A.,
Instructor in Methods in Science. 340 Jarvis Street.

WALTER ERNEST MACPHERSON, B.A., LL.B.,
Instructor in Methods in English. 65 Muir Ave.

LLEW. REES,
Instructor in Music. 427 Gerrard Street East

WILLIAM LEEDS RICHARDSON,
Instructor in Constructive Work and Manual Training.
 117 Farnham Ave.

- MISS JESSIE P. SEMPLE,
Instructor in Art. 52 Dundonald Street.
- MISS JULIA SINE HILLOCK, B.A.,
Instructor in Methods in Moderns. 47 Withrow Ave.
- GILBERT ACHESON SMITH, B.A.,
Instructor in Methods in Elementary Science.
 190 Dunn Ave.
- HENRY WARD, B.A.,
*Instructor in Methods in Reading and in Elementary
 Subjects.* 118 Kippendavie Ave.

Critics:

- Miss M. L. Balmer.....Ryerson School.
- Miss N. Baskerville.....Church Street School.
- Miss M. Bell.....Ryerson School.
- Miss M. G. Bristol.....Ryerson School.
- Miss R. M. Church.....Church Street School.
- L. J. Clark, B.A.....Harbord Street Collegiate Institute.
- Miss A. E. Cullen.....Church Street School.
- A. W. R. Doan, B.A.....Church Street School.
- Miss L. A. Fawcett.....Church Street School.
- Miss A. A. Harding.....Church Street School.
- T. J. Ivey, B.A.....Harbord Street Collegiate Institute.
- Miss E. M. Jolley.....Church Street School.
- Miss K. M. Knowles.....Ryerson School.
- W. J. Loughheed, B.A., Jarvis Street Collegiate Institute.
- Miss E. M. McConnell.....Church Street School.
- J. H. Mills, B.A.....Jameson Ave. Collegiate Institute.
- Miss A. F. Mitchell.....Ryerson School.
- H. S. Mott.....Ryerson School.
- Miss I. Richardson.....Ryerson School.
- Miss L. M. Starrette.....Ryerson School.
- Miss P. Stephen.....Ryerson School.
- Miss I. M. Steward.....Church Street School.
- E. H. A. Watson, B.A...Jameson Ave. Collegiate Institute.
- R. Wightman, B.A....Harbord Street Collegiate Institute.
- Miss A. Willson, B.A.....Riverdale High School.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers, and in particular for Provincial certificates as Inspectors, First-class Public School Teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Science, Commercial Work and Art. It also gives instruction looking towards post-graduate degrees in Arts, and offers courses for degrees in Pedagogy.

The new buildings of the Faculty of Education on Bloor Street will be ready for occupation at the opening of the Session. These buildings contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the teachers-in-training, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching to be had in these model classrooms will be supplemented by observation and practice-teaching in a city school in the immediate neighborhood.

While the chief exercises of the Faculty of Education will be conducted in the new buildings, those buildings are within easy reach of the other colleges and the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, the students enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty before October 1, and application for examination before April 2. All fees should be paid to the Bursar of the University.

The Fourth Session of the Faculty of Education will open October 1st, 1910, and close May 31st, 1911. The final examinations will be held in May.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding-houses within convenient distance of the University at a cost of from three dollars and fifty cents per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Secretary of the Young Men's Christian Association of the University, the Lady Superintendent of University College, and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

COURSES FOR PROVINCIAL CERTIFICATES.

(a) The General Course and the First Advanced Course, as the professional courses for an Interim First-Class Public School and an Interim High School Assistant's Certificate.

(b) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

(c) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

TERMS OF ADMISSION.

A candidate for admission to the Faculty of Education shall submit with his application:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of ~~September~~ *October*.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One or other of the following:

(a) His certificate of graduation in Arts from the Registrar of any University in the British Dominions.

(b) His Senior Teacher's Certificate.

(c) Until and including the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

[After the session of 1910-1911, in addition to his certificate of having passed the July examination for Entrance into the Faculties of Education, he shall be required, if a candidate for a certificate as teacher in a Public School, to submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of

the High School prescribed for Entrance into the Faculty of Education. Failing this certificate he shall pass at the University in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Bookkeeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

GENERAL COURSE.

A *General Course* consists of three parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the subjects of the Public School Course, and the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review by the student, from an academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in Public and High School grades, with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods; and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

FIRST ADVANCED COURSE.

The *First Advanced Course* trains for certificates as teachers both in Public and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the subjects of the Public School Course and the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review by the students, from the academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course and the Reading and Physical Training of both the Public and the High School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

SECOND ADVANCED COURSE.

The *Second Advanced Course* trains for certificates as teachers in High Schools only, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Courses:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review by the student, from the academic standpoint, of the subjects of the High School Courses.

Part II.

1. A course of instruction, both academic and professional, in the Reading and Physical Training of the High School Courses.

2. A course of instruction in one of the academic departments for Specialists' certificates recognized by the Education Department. This course of instruction is to be approved by the Faculty of Education as equivalent to the Public School subjects in Parts I. and II. of the First Advanced Course.

Part III.

Observation in Public and High School grades and Practice Teaching in the High School grades. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching the equivalent of twenty lesson-periods, or of more in both cases according to the experience, aptitude and progress of the student.

SPECIAL COURSES.

Special Courses include:—

1. (a) Courses for Specialists under the Regulations of the Department of Education of Ontario;
(b) A course for Inspectors of Public Schools.
2. (a) In both the General and Advanced Courses, special training will be provided for candidates for diplomas as Specialists.
(b) For a Public School Inspector's diploma there will be an examination in May open to those who have fulfilled the conditions prescribed by the Department of Education for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

REGULATIONS.

1. Students in attendance who are graduates in Arts before the beginning of the session may elect the General Course or one of the Advanced Courses. All other regular students including graduates in Arts who are exempt from attendance shall take the General Course.
2. Students who complete the General Course or an Advanced Course may receive the diploma of their respective Courses.

Students in the General Course or in an Advanced Course, who hold academic certificates as Specialists and who complete their special and their regular courses, may receive diplomas as Specialists.

Bachelors in Arts who obtain honour standing in one of the Advanced Courses will be entitled to the Degree of Master of Arts under the conditions defined in section 1 (d) of the regulations respecting that degree.

3. The standing of the students in attendance in the General, an Advanced or a Special Course shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, in particular of mid-term examinations which shall emphasize the academic aspects of the Public and High School subjects. The maximum marks for the term work in any subject shall be forty per cent. of the aggregate of marks for that subject.

4. Part I. and Part II. examinations are held in May at Toronto or at such local centres as may be selected by the Senate. Part II. examinations may also be held at convenient periods during the Session. The percentage requirements for a Pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I., II. and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each subject. The requirement for honours in the General or Advanced Courses or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.
5. A candidate unsuccessful in Part III. or a candidate who, while successful in Part III., has not obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I., II. and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in Parts I. and II. at one subsequent examination.
6. (a) Regular attendance in the General and the Advanced Courses is compulsory, except for such students as are exempt from attendance under the regulations of the Department of Education of Ontario.
(b) Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress is unsatisfactory may be dismissed from attendance at any time during the Session.
7. A student preparing for a certificate of qualification issued by the Department of Education may take, in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Department of Education for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.
8. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses.

9. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the courses as will suit the condition of candidates who obtained their academic standing in courses other than those recognized in the Regulations of 1904.
10. (a) The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$15.00. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspectors' examination shall be \$15.00. The fee for the University Diploma will be \$2.00.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

1. Certificates of qualifications may be awarded by the Education Department on the results of the examinations of the Faculty of Education as follows:—

- (1) INTERIM HIGH SCHOOL ASSISTANTS', AND INTERIM FIRST-CLASS PUBLIC SCHOOL CERTIFICATES, one or both as the case may be.

(a) To students who have attended regularly and have fulfilled the conditions prescribed by the Department of Education for candidates for teachers' certificates, and who have conditions prescribed by the Department of Education for candidates for teachers' certificates, and who have obtained at the examinations in each of Parts I. and II. of their courses 40 per cent. of the marks for each subject and 60 cent. of the aggregate of marks.

(b) To students who are exempt from attendance and from the examination in Part III., and have fulfilled the conditions prescribed by the Department of Education for candidates for teachers' certificates, and who have obtained at the examinations in each of Parts I. and II. of their courses 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(2) INTERIM SECOND-CLASS PUBLIC SCHOOL CERTIFICATES, valid for one year, to students in the General and First Advanced Courses who have obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent of the aggregate of the marks for each of said Parts, and have passed in Part III.

(3) INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of the General or the Advanced Course and who have obtained 60 per cent. of the marks assigned to the term's work and final examinations in the Special Course of their department.

(b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned to the paper or papers in their department.

(4) PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—

To candidates who have obtained 40 per cent. of the marks for each paper and 60 per cent of the aggregate of marks.

2. (a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First-Class Public School Certificates, by passing at one examination and with the usual percentages in the special Public School subjects of the General Course and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(b) Teachers who hold First-Class Public School or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' standing, provided they hold the necessary academic certificate and pass in May the professional examinations for such standing in the Special Courses prescribed by the Faculty of Education.

(c) Teachers who hold permanent Second-Class Certificates, with at least the academic standing prescribed for Entrance into the Faculties of Education, and who present

certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for Interim First-Class Public School Certificates, taking Parts I. and II. together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Candidates who have attended a Session in any Course, and have obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent of the aggregate of the marks for each of said Parts, and have passed in Part III., may write at the examinations for Interim First-Class Public School or High School Assistants' Certificates without taking the session over again or being required to pass again in Part III.

3. (a) An Interim First-Class Public School Certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and, if over 21 years of age, to teach in a High School also.

An Interim High School Assistant's Certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School.

Interim Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

(b) After at least two years' successful experience as a teacher, the holder of an Interim Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First-Class Public School teacher or as a High School Assistant, ordinary or special, according to the class of school in which the holder of the certificate has taught, provided, however, that the holder of the Interim Certificate is then 21 years of age.

A graduate in Arts in any University in the British Dominions, who holds a High School Assistant's Certificate, and who, as shown by the report of the High School Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

COURSES OF INSTRUCTION.

(The bibliographies given below are merely *suggestive*. No text books are *required*. The first book mentioned under each subject is to be preferred.)

GENERAL AND ADVANCED COURSES.

PART I.

HISTORY OF EDUCATION, AND EDUCATIONAL SYSTEMS.

General Course:—Evolution of education in primitive society. Oriental education—Chinese, Hebrew and Hindu education as types. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Boccaccio, Erasmus, Vittorino Da Feltre, Ascham and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Milton, by Montaigne, by Ratich, Bacon and Mulcaster, and by Comenius. Education according to nature. Development of the new ideal in Locke, Rousseau, and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Fröbel. The scientific movement. The sociological ideal. Present day tendencies in education. The development of public education in Germany, Great Britain, France, the United States, and Ontario.

References:—Monroe. A Brief Course in the History of Education.
Davidson. A History of Education.

Advanced Course:—The General Course repeated, with a detailed study of special periods.

- References:*—Monroe. A Brief Course in the History of Education.
 Davidson. Education of the Greek People.
 Woodward. Vittorino da Feltre and other Humanist Educators.
 Laurie. John Amos Comenius.
 Davidson. Rousseau and Education according to Nature.
 Pinloche. Pestalozzi and the Modern Elementary School.
 De Garmo. Herbart and the Herbartians.
 Hughes. Froebel's Educational Laws for all Teachers.

PRINCIPLES OF EDUCATION.

General Course:—(1) A course of lectures dealing in the main with the following topics:—

Introduction.—The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

Physical Aspects of Education.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education, its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of school-room hygiene.

Mental Aspects of Education.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

Moral Aspects of Education.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Thoughts on Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society, and Ethical Principles underlying Education.

References:—Raymont. Principles of Education.

Horne. Psychological Principles of Education.

Giddings. Elements of Sociology.

Dewey. School and Society.

Advanced Course:—

1. Lectures of a more advanced character upon the topics detailed in Part I. of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

References:—Those of the General Course, and in addition:

Mackenzie. Social Philosophy.

Dewey. The School and the Child. The Educational Situation.

PSYCHOLOGY AND GENERAL METHOD.

General Course:—Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and Reasoning. Feeling and Emotions. Interest. Habit. Will. Character. Development of Motor Ability. Curiosity. Suggestion and Imitation. Heredity and Environment. Adolescence and Child Study. Meaning of Instruction. Instruction and Education. Psychologic Foundations of Method. General Principles. Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

Advanced Course:—Lectures of a more advanced character upon the topics of the General Course as outlined above with a study of special problems in Education.

References: Titchener. Primer of Psychology.
Angell. Psychology.
James. Talks to Teachers on Psychology.
Kirkpatrick. Fundamentals of Child Study.
Thorndike. Principles of Teaching.
Bagley. The Educative Process.
McMurry. Method of the Recitation.
Findlay. Principles of Class Teaching.

SCHOOL MANAGEMENT AND SCHOOL LAW.

(a) Moral and intellectual purposes of Schools. Physical training. Discipline. School habits. Incentives. Punishments. School organization. Grading. Course of Study and Time-Tables. Classification and promotion. Daily programmes. Principles of teaching. Technique of class instruction. Recitations and questionings. Examinations and other tests.

(b) Problems in School Administration. Functions of various types of schools. State and school. Forms of educational control. Executive and legislative functions of school boards and school officers. Relation of principal to teachers, and teachers to parents, trustees and caretaker. Business administration. Sites, buildings and equipment. Class room decoration. School sanitation and hygiene. School reports. Compulsory education. Industrial education. Schools for delinquents and defectives. School and home. School and society. Co-operation of schools with other educational agencies. School Law and Regulations of Ontario.

References:—Landon. Principles and Practice of Teaching and School Management.
Bagley. Class Room Management.
The School Law and Regulations of Ontario.
Shaw. School Hygiene.

SPECIAL METHOD.

The Courses in Special Method will deal with the selection and organization of the content of the various school subjects in the terms of the curricula of the Education Department of Ontario, and will include a discussion of methods of instruction in each subject, together with an academic review of the subject itself. The following subjects will be discussed:

PART I.

(For further details see the Public and High School Courses of the Education Department of Ontario.)

English—Spelling, Composition, Literature, Grammar, and Rhetoric; History; Geography; Mathematics—Arithmetic, Mensuration, Algebra, Geometry, and Trigonometry; Latin; Greek; French; German; Science—Botany, Zoology, Physics, Chemistry, and Mineralogy.

References:—Text-books authorized for the Public and High Schools of Ontario.

Chubb. The Teaching of English.

Carpenter, Baker and Scott. The Teaching of English.

McMurry. Special Method in History, in the Reading of English, etc., etc.

Geikie. Teaching of Geography.

Smith. The Teaching of Elementary Mathematics.

Young. The Teaching of Mathematics in Secondary Schools.

Bennett and Bristol. The Teaching of Latin and Greek.

Report of the Committee of Twelve. (On Modern Languages.)

Jespersen. How to Teach a Foreign Language.

Lloyd and Bigelow. The Teaching of Biology.

Smith and Hall. The Teaching of Chemistry and Physics.

Ganong. The Teaching Botanist.

PART II.

NOTE: While the same general purposes direct the courses in the subjects of both Part I. and Part II., special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

(For further details consult the curricula of the Education Department of Ontario.)

Nature Study and School Gardens:—Character and Scope of Nature Study. Material for Nature Study. Content. Methods. Purpose of School Gardens. Preparation and Plans. Excursions and Collections.

Elementary Science:—Botany, Zoology, Physics and Chemistry as prescribed for Fifth Forms and the Continuation Schools. Construction of Simple Apparatus. A Course in the Methods of Experimentation, and in the Manipulation of Apparatus.

Music:—A Course both practical and theoretical to include Tune, Time, and Rhythm, Ear-training, Voice-training, Singing, Tonic Sol-fa and Staff-Notation, the Minor Mode, etc.

Art: Freehand. Color Work. Clay Moulding. Water-Color Sketches. Model and Memory Drawing. Freehand Perspective. Applied Design. Correlation with other subjects.

Commercial Work:—Writing—Material, Position, Movement, Grouping and Practice. Bookkeeping. Business Forms. Stenography. Typewriting.

Constructive Work:—Its Nature, Scope and History. Educational and Practical Values. Methods. Tools and Materials. The Workshop. Practice in the use of paper, cardboard, raffia, reed, clay, wood. Mechanical Drawing.

Household Science:—Needlework. Cooking. Household Economics. Correlation with other subjects.

Reading:—Its Scope and Processes. Voice Training. Phonics. Forms of Reading. Methods in Reading.

Physical Training:—Breathing Exercises. Exercises for Legs, Arms, Neck and Trunk. Corrective Exercises. Games. Gymnastics. Calisthenics. Drill. Treatment of Emergencies. Personal Hygiene.

References:—The text-books authorized for the Public and High Schools of Ontario.

Silcox and Stevenson. Modern Nature Study.

Hodge. Nature Study and Life.

The Educational Music Course, Books I., II., III., IV. (Teachers' Edition).

Art Education Drawing Book Course (Prang).

McMurry. Special Method in Primary Reading.

Penman's Art Journal.

COURSES FOR SPECIALISTS.

Candidates for diplomas as Specialists should familiarize themselves with the recent literature on the professional phases of their special departments.

In addition to the Specialist Courses in Classics, English and History, Moderns and History, French and German, Mathematics and Science, the Faculty of Education offers Courses in Commercial Work and Art in preparation for the Departmental Examinations for Specialists in Commercial Work and Art. These Courses will be based upon the curricula of the Department of Education and this offer will be conditioned upon the number in attendance.

COURSE FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies in Education may be studied in current educational literature and in such works as *Education and Interest* (De Garmo), *The Educational Situation and the School and the Child* (Dewey), *A Modern School* (Hanus), *The Children* (Darroch), *Among Country Schools* (Kern), *Moral Education* (Griggs), *The Place of Industries in Elementary Education* (Dopp), *School Sanitation and Decoration* (Burrage and Bailey).

Modern Educational Systems, in particular the systems of Great Britain, Germany, and the United States, may be studied in current educational literature or in portions of such work as *The Educational Systems of Great Britain and Ireland* (Balfour), *The History of Education in the United States* (Dexter), *German Education, Past and Present* (Paulsen, trans. Lorenz).

It is to be understood that all books mentioned in this sub-section, as in the other sub-sections of this Course, are suggestive, and in no sense obligatory.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, *Public Education in Upper Canada* (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the High Schools Act, the Truancy Act, Department of Education Act, and the Regulations of the Education Department and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection, and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of a competency to instruct and to supervise instruction in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in Education while they have also become more professional in purpose; and the examinations have been divided into sections to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B.Paed. or D.Paed. from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (a) a degree in Arts, not being an honorary degree, from any University in the British Dominions; and (b) a first class or High School Assistant's certificate granted by the Education Department of Ontario or a certificate of equal value.

2. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education, in the Science of Education, and in the History and Criticism of Educational Systems.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

5. The examination shall be held in May at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate or candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of April of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each section, if taken separately, \$8. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each section (A or B) may be taken and will be examined on separately. The standard for a Pass degree shall be 50 per cent. of the marks assigned to each section. The candidate who obtains 50 per cent. of the marks of each section and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 50 per cent. of the marks of each section and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory, they are suggestive only.)

A.

History of Psychology and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Weber. History of Philosophy.

Sidgwick. History of Ethics.

Muirhead. Chapters from Aristotle's Ethics.

Watson. Hedonistic Theories.

Descartes. Method and Meditations (Veitch).

J. S. Mill. Examination of Hamilton, and Utilitarianism.

Wundt. Outlines of Psychology.

Titchener. Outlines of Psychology.

King. Psychology of Child Development.

Thorndike. Educational Psychology.

Mackenzie. Manual of Ethics.

Giddings. Elements of Sociology.

B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Dickinson. The Greek View of Life.

Monroe. Sourcebook of the History of Education
for the Greek and Roman Period.

Spencer. Education.

Hall. Youth.

Tyler. Growth and Education.

O'Shea. Education as Adjustment.

De Garmo. Secondary Education.

Hanus. Educational Aims and Educational Values.

Monroe. Text-book in the History of Education.

Candidates are recommended to read such additional works on the great modern educators (Comenius, Erasmus, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, etc.) as may be necessary to ensure an intelligent conception of their place and importance in the history of education. Specific advice as to books will be given to those desiring it.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions, with (a) honours in a department or (b) a Provincial certificate as specialist, or (c) the degree of B.Paed.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

4. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education; in the Science of Education, and in the History and Criticism of Modern Educational Systems, with special reference to Ontario. He

shall also submit on or before April 1st a thesis on some educational topic selected with the approval of the Faculty of Education. After the examiners have reported in favor of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in sections, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each section when taken separately \$8. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

A.

History of Psychology and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Höfding. History of Modern Philosophy.

Windelband. History of Ancient Philosophy.

Plato. Republic.

Dewey. Leibnitz (Griggs Series).

The Philosophy of Kant, Watson's Selections.

Wundt. Physiological Psychology.

Seashore. Elementary Experiments in Psychology.

James. Principles of Psychology.

Stout. Analytical Psychology.

Green. Prolegomena to Ethics.

Bosanquet. Philosophical Theory of the State.

Ward. Applied Sociology.

B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Harris. Psychological Foundations of Education.

O'Shea. Dynamic Factors in Education.

Harper. Trend of Higher Education.

Fitch. Thomas and Matthew Arnold.

Brown. The Making of our Middle Schools.
Hall. Aspects of Child Life and Education.
Welton. The Logical Bases of Education.
Payne. Education of Teachers.

Candidates are recommended to read the more important educational works of Bacon, Locke, Rousseau, Pestalozzi, Herbart and Froebel so far as to ensure an adequate knowledge of their influence on modern education. They will be expected, moreover, to make themselves familiar with the existing educational systems of Great Britain, France, Germany, United States and Canada, and with contemporary movements and tendencies in education by means of standard works and current educational literature. Specific advice as to books, etc., will be given to those desiring it.

THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO COURSES OFFERED BY THE FACULTY OF EDUCATION.

The Special Course for candidates for degrees in Pedagogy will take the form of a seminar for the discussion of the more significant theories of Plato, Aristotle, Descartes, Leibnitz, Kant, Mill, Green, etc.

The examinations for First Class Public School and High School Assistant Certificates may be taken in May of each year. Candidates who hold Second Class Certificates and have taught successfully for five years are exempt from attendance in the Faculty of Education. Candidates who have attended and taken the Practical Examinations of the Normal College or (under certain conditions) of the Faculty of Education are also exempt from attendance. For all candidates so exempt and for others who desire the training, Courses of Instruction are offered in the Summer Session. While the lectures in these courses are limited to specified subjects, it is intended that the work in education should include instruction and guidance in all subjects of the May examinations.

The courses in Art and Elementary Science are complex in character and are so arranged as to meet the requirements of the First Class Public School and High School Assistant examinations and (in Art, at least) of the Art Specialist examinations, and to meet in particular the demands that rise out of the regulations as to Approved Schools.

While the course in Physical Training covers the work prescribed for First Class Public School and High School Assistant Certificates it is offered primarily in response to recent tendencies in school practice.

In the Summer Session of 1910, courses were offered in the following subjects: the Psychology and Ethics of the Courses in Pedagogy; the History of Education and Educational Systems; the Principles of Education; Applied Psychology and General Method; Elementary Science, Art, and Physical Training.

REGISTER OF STUDENTS.

FACULTY OF EDUCATION.

ADVANCED COURSE.

Allin, C. G.	Windsor	McDonald, J. F.	Peterboro'
Allison, Miss H.	Burnhamthorpe	McDonald, Miss K. M.	Tara
Arbogast, E. C.	Sebringville	McKelvey, Miss B. W.	Brussels
Baker, W. R.	Smithville	McNaughton, Miss J. B.	Weston
Barlow, F. H.	Lyn	MacFayden, Miss M. C.	Caledon
Belton, Miss M.	London	MacLaurin, J. L.	Vankleek Hill
Brain, Miss A. N.	Weston	MacRobert, Miss E. M.	London
Breckon, Miss F. L.	Waterdown	Manning, H. G.	Whitby
Butcher, F. H.	St. Mary's	Martin, Miss H. J.	Toronto
Challen, N. E.	Simcoe	Owen, F.	Toronto
Chubb, Miss A. B.	West Toronto	Quail, Miss M. F.	Toronto
Clark, Miss E.	Merrickville	Robinson, A. F.	Ridgetown
Cowan, Miss E. J.	Seaforth	Rooney, Miss A. M.	Toronto
Coyne, Miss M. A.	St. Thomas	Rothery, Miss J. E.	Chester, West Va.
Doherty, J. C.	Carleton Place	Scott, Miss E.	Brussels
Dulmage, Miss A. J.	Palmerston	Scott, Miss M. C.	Toronto
Dunnett, Miss C. B.	Dundonald	Sinclair, W. T.	St. Catharines
Eckhardt, Miss J. E.	Ridgeville	Smith, A. F.	Simcoe
Firth, T.	Edge Hill	Smith, Miss M. P.	Toronto
Fraser, C. G.	Toronto	Smith, Miss S. A.	Barrie
Gillies, Miss A. M.	Toronto	Smith, Miss S. M. H.	Brandon, Man.
Grange, Miss G. I.	Napanee	Steele, Miss M. G.	Alliston
Gray, Miss H. A.	Eden	Stevens, Miss M. H.	Napanee
Harris, Miss M. A.	St. Mary's	Stewart, D. H.	Ailsa Craig
Harrison, Miss F.	Thorndale	Tapscott, Miss L. M.	Toronto
Haynes, A. C.	Wellburn	Weir, Miss A.	Hamilton
Hill, Miss M. E. A.	Toronto	Welsh, D. A.	Vanessa
Hutchinson, A. H.	Eversley	Westman, Miss G. M.	Toronto
Hutchinson, J. M.	Toronto	Willis, Miss F. D.	Toronto
Jackson, Miss A. M.	London		
Jordan, Miss S. A.	Lindsay		
Kerr, Mrs. E. W.	Orillia		
Leckie, B. E.	Osborne		

GENERAL COURSE.

Adams, J. M.	Atwood	Black, Miss L. G.	Rockwood
Anderson, Miss A.	Tilbury	Boland, Miss E. G.	Eganville
Archibald, R. H.	Seaforth	Bowers, Miss M. G.	Mongolia
Atkinson, Miss S. H.	St. Mary's	Bowes, Miss F.	Ingersoll
Barber, Miss E. L.	Guelph	Brazill, Miss I. A.	Toronto
Barber, Miss V. A.	Guelph	Breen, Miss A.	Toronto
Baxter, Miss A. E.	Hamilton	Brimicombe, Miss B. M.	Goderich
Beswick, Miss C.	Uxbridge		

Brunkord, Miss E.	Alma
Burkholder, F. H.	West Toronto
Burrill, Miss F. A. V.	Onondaga
Butcher, C. W.	Nanticoke
Campbell, G. S.	Ridgetown
Cavers, Miss E. C.	Owen Sound
Chapman, Miss H.	St. Mary's
Clark, D. M.	St. Helen's
Code, Miss S. P.	Trowbridge
Coles, W. G.	Barrie
Cranston, Miss E. M.	Lucan
Cryderman, Miss M.	Walkerton
Cunningham, Miss T.	Windsor
Currie, J. E.	Wingham
Dawson, Miss E. C.	Baillieboro'
Diamond, Miss B. B.	Toronto
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Dickson, Miss H. M.	Brantford
Dover, Miss R. F.	Berlin
Dunn, Miss A.	St. Thomas
Eastcott, Miss E. V.	Millbrook
Elliot, Miss A.	Hamilton
Ferguson, Miss L.	Cobourg
Ferguson, Miss M. B.	Toronto
Fischer, P.	Berlin
Forster, Miss D. E.	Welland
Fox, Miss E. J.	Millington
Fraser, Miss L.	Paisley
Fritz, Miss O.	Guelph
Fryer, Miss A. E.	Mohawk
Gillard, Miss E. M.	Hamilton
Glenn, E.	Wingham
Graham, H. W.	Avonton
Graham, J. G.	Dutton
Gray, Miss M.	Orangeville
Grills, Miss M. M.	Elora
Hanna, W. E.	St. Catharines
Hare, R. B.	Britannia Bay
Harris, Miss L. M.	Port Perry
Harris, Miss M. E.	St. Mary's
Harris, Miss V. A.	Tillsonburg
Harry, F. T.	Caledonia
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Jamieson, W. G.	Camborne
Knox, J. K.	Fergus
Lannan, Miss M. L.	Port Colborne
Lavery, W. G.	Dorking
Leuty, J. H. S.	Burnhamthorpe
Lindsay, Miss B. L.	Bervie
Lishman, F.	Cayuga
Little, Miss E. W.	Owen Sound
Lower, A. R. M.	Barrie
McCauley, Miss I. H.	Belleville
McKenna, Miss B. J.	St. Thomas
McKinlay, A. S.	Georgetown
McLaughlin, R. D.	Meaford
McSherry, Miss C.	Ingersoll
McTague, C. P.	Guelph
Macdonald, Miss L.	St. Mary's
MacDonald, T. A.	St. Thomas
MacKay, Miss E. L.	Woodstock
MacKenzie, Miss E. I.	Listowel
MacKenzie, Miss E. S.	Toronto
MacNaught, J.	Glenmorris
Madill, Miss M. E.	Orillia
Mahon, Miss N. L.	Rodney
Mason, W.	Jarvis
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Moss, Miss M. E.	Dundas
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Nicholson, R. W.	Mt. Forest
O'Gorman, Miss E. E.	Pine Valley
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Parsons, Miss L. M.	Owen Sound
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Peck, Miss M. M.	Streetsville
Perry, Miss G. M.	London
Porter, Miss M. L.	St. Mary's
Robinson, Miss A.	Woodstock
Robinson, Miss H.	Welcome
Robinson, Miss S.	Meaford
Rogers, J. W. O.	Tillsonburg
Rogers, M.	Minden
Ross, Miss J. M.	Lucan
Ross, Miss V. A.	Winthrop
Rowland, Miss M. H.	Toronto
Scott, F. M.	Seaforth
Sharp, Miss H.	Toronto
Sharp, Miss L. M.	Sarnia
Sing, Miss E.	Barrie
Sloan, J. B.	Owen Sound
Squire, W. J.	Wanstead
Steele, W. S.	Alliston
Stephen, W. J.	St. Mary's
Stewart, Miss M. E.	Morrison
Stilwell, A. L.	Eden
Strang, Miss J. M.	Goderich
Struthers, A. J.	Brantford

Taylor, Miss J. E.....	Smithville	Webb, R. D.....	Ingersoll
Thompson, Miss J. D.....		Webster, Miss L.....	Napanee
.....	Tillsonburg	Whitmarsh, Miss L. G. E.....	
Tiplady, Miss E. C.....	Clinton		Chatham
Traver, Miss E. A.....	Strathroy	Whitney, Miss W.....	Orillia
Troy, Miss G.....	Whitechurch	Whitside, Miss M. E.....	Delhi
Turner, Miss A. M.....	Whitevale	Willoughby, Miss A.....	Beeton
Wallace, Miss M. G.....	Chesley	Yule, L. B.....	Listowel

COURSES FOR SPECIALISTS ONLY.

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Bielby, G. H.....	Georgetown	Munro, Miss M. K.....	Toronto
Dalrymple, Miss I. M.....	Toronto	Murdoch, W. E.....	Toronto
Dwyer, Miss M. J.....	Chatham	Murray, Miss M. L.....	Toronto
Fechnay, Miss J. H.....	Kincardine	Patterson, A. M.....	Hamilton
Iler, Miss H. A.....	Toronto	Pilkey, P. J.....	Toronto
McCaw, Miss H. E. A.....	Watford	Pinel, Miss H.....	Newmarket
McMillan, W. J.....	Listowel	Rowntree, Miss A. E.....	Toronto
MacKenzie, Miss J. J.....	Toronto	Sexsmith, W. N.....	Chatham
MacKenzie, D. H.....	Kemble	Whyte, Miss M. I.....	Ottawa

OCCASIONAL STUDENTS.

Boulton, E.	Toronto	Elder, Miss M. F.....	New York
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COURSES FOR DEGREES IN PEDAGOGY.

Amos, H. E.....	Pembroke	Little, R. A.....	Toronto
Froats, W. C.....	Carleton Place	MacKay, D. A.....	Barrie
Gilchrist, D. A.....	Picton	Preston, T.	Renfrew
Hardy, E. A.....	Toronto	Pyke, A. J.....	Ottawa
Hindle, Geo.	Kaslo, B.C.	Reed, Geo. H.	Markham
Hunter, J. H.....	Coaticook, Que.	Rutherford, W. H.....	Toronto
Jennings, E. W.....	Lindsay	Van Alstyne, Miss S.....	Fergus
Keillor, J.	Toronto	Van Every, J. F....	Owen Sound

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1911 - 1912

UNIVERSITY PRESS
TORONTO

THE
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OF THE

University of Toronto



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UNIVERSITY PRESS
TORONTO

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<i>Physical Director</i>	JAMES WARREN BARTON, M.D.
<i>Superintendent of Buildings and Grounds.</i>	COLIN GRAHAM CAMPBELL, B.A.
<i>Manager of the University Press</i>	RICHARD J. HAMILTON, B.A.

Faculty of Education.

<i>President</i>	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A.
<i>Secretary</i>	

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

1911

CALENDAR

1911

JANUARY	FEBRUARY	MARCH	APRIL
Sun. . . 1 8 15 22 29	Sun. . . 5 12 19 26	Sun. . . 5 12 19 26	Sun. . . 2 9 16 23 30
Mon. . . 2 9 16 23 30	Mon. . . 6 13 20 27	Mon. . . 6 13 20 27	Mon. . . 3 10 17 24 ..
Tues. . . 3 10 17 24 31	Tues. . . 7 14 21 28	Tues. . . 7 14 21 28	Tues. . . 4 11 18 25 ..
Wed. . . 4 11 18 25 ..	Wed. . . 1 8 15 22 ..	Wed. . . 1 8 15 22 29	Wed. . . 5 12 19 26 ..
Thur. . . 5 12 19 26 ..	Thur. . . 2 9 16 23 ..	Thur. . . 2 9 16 23 30	Thur. . . 6 13 20 27 ..
Fri. . . 6 13 20 27 ..	Fri. . . 3 10 17 24 ..	Fri. . . 3 10 17 24 31	Fri. . . 7 14 21 28 ..
Sat. . . 7 14 21 28 ..	Sat. . . 4 11 18 25 ..	Sat. . . 4 11 18 25 ..	Sat. . . 1 8 15 22 29 ..
MAY	JUNE	JULY	AUGUST
Sun. . . 7 14 21 28	Sun. . . 4 11 18 25	Sun. . . 2 9 16 23 30	Sun. . . 6 13 20 27
Mon. . . 1 8 15 22 29	Mon. . . 5 12 19 26	Mon. . . 3 10 17 24 31	Mon. . . 7 14 21 28
Tues. . . 2 9 16 23 30	Tues. . . 6 13 20 27	Tues. . . 4 11 18 25 ..	Tues. . . 1 8 15 22 29
Wed. . . 3 10 17 24 31	Wed. . . 7 14 21 28	Wed. . . 5 12 19 26 ..	Wed. . . 2 9 16 23 30
Thur. . . 4 11 18 25 ..	Thur. . . 1 8 15 22 29	Thur. . . 6 13 20 27 ..	Thur. . . 3 10 17 24 31
Fri. . . 5 12 19 26 ..	Fri. . . 2 9 16 23 30	Fri. . . 7 14 21 28 ..	Fri. . . 4 11 18 25 ..
Sat. . . 6 13 20 27 ..	Sat. . . 3 10 17 24 ..	Sat. . . 1 8 15 22 29 ..	Sat. . . 5 12 19 26 ..
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Sun. . . 3 10 17 24	Sun. . . 1 8 15 22 29	Sun. . . 5 12 19 26	Sun. . . 3 10 17 24 31
Mon. . . 3 11 18 25	Mon. . . 2 9 16 23 30	Mon. . . 6 13 20 27	Mon. . . 4 11 18 25 ..
Tues. . . 5 12 19 26	Tues. . . 3 10 17 24 31	Tues. . . 7 14 21 28	Tues. . . 5 12 19 26 ..
Wed. . . 6 13 20 27	Wed. . . 4 11 18 25 ..	Wed. . . 1 8 15 22 29	Wed. . . 6 13 20 27 ..
Thur. . . 7 14 21 28	Thur. . . 5 12 19 26 ..	Thur. . . 2 9 16 23 30	Thur. . . 7 14 21 28 ..
Fri. . . 1 8 15 22 29	Fri. . . 6 13 20 27 ..	Fri. . . 3 10 17 24 ..	Fri. . . 1 8 15 22 29
Sat. . . 2 9 16 23 30	Sat. . . 7 14 21 28 ..	Sat. . . 4 11 18 25 ..	Sat. . . 2 9 16 23 30

1912

CALENDAR

1912

JANUARY	FEBRUARY	MARCH	APRIL
Sun. . . 7 14 21 28	Sun. . . 4 11 18 25	Sun. . . 3 10 17 24 31	Sun. . . 7 14 21 28
Mon. . . 1 8 15 22 29	Mon. . . 5 12 19 26	Mon. . . 4 11 18 25 ..	Mon. . . 1 8 15 22 29
Tues. . . 2 9 16 23 30	Tues. . . 6 13 20 27	Tues. . . 5 12 19 26 ..	Tues. . . 2 9 16 23 30
Wed. . . 3 10 17 24 31	Wed. . . 7 14 21 28	Wed. . . 6 13 20 27 ..	Wed. . . 3 10 17 24 ..
Thur. . . 4 11 18 25 ..	Thur. . . 1 8 15 22 29	Thur. . . 7 14 21 28	Thur. . . 4 11 18 25 ..
Fri. . . 5 12 19 26 ..	Fri. . . 2 9 16 23 ..	Fri. . . 1 8 15 22 29	Fri. . . 5 12 19 26 ..
Sat. . . 6 13 20 27 ..	Sat. . . 3 10 17 24 ..	Sat. . . 2 9 16 23 30	Sat. . . 6 13 20 27 ..
MAY	JUNE	JULY	AUGUST
Sun. . . 5 12 19 26	Sun. . . 2 9 16 23 30	Sun. . . 7 14 21 28	Sun. . . 4 11 18 25
Mon. . . 6 13 20 27	Mon. . . 3 10 17 24 ..	Mon. . . 1 8 15 22 29	Mon. . . 5 12 19 26
Tues. . . 7 14 21 28	Tues. . . 4 11 18 25 ..	Tues. . . 2 9 16 23 30	Tues. . . 6 13 20 27
Wed. . . 1 8 15 22 29	Wed. . . 5 12 19 26 ..	Wed. . . 3 10 17 24 31	Wed. . . 7 14 21 28
Thur. . . 2 9 16 23 30	Thur. . . 6 13 20 27 ..	Thur. . . 4 11 18 25 ..	Thur. . . 1 8 15 22 29
Fri. . . 3 10 17 24 31	Fri. . . 7 14 21 28 ..	Fri. . . 5 12 19 26 ..	Fri. . . 2 9 16 23 30
Sat. . . 4 11 18 25 ..	Sat. . . 1 8 15 22 29 ..	Sat. . . 6 13 20 27 ..	Sat. . . 3 10 17 24 31
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Sun. . . 1 8 15 22 29	Sun. . . 6 13 20 27	Sun. . . 3 10 17 24	Sun. . . 1 8 15 22 29
Mon. . . 2 9 16 23 30	Mon. . . 7 14 21 28	Mon. . . 4 11 18 25	Mon. . . 2 9 16 23 30
Tues. . . 3 10 17 24	Tues. . . 1 8 15 22 29	Tues. . . 5 12 19 26	Tues. . . 3 10 17 24 31
Wed. . . 4 11 18 25 ..	Wed. . . 2 9 16 23 30	Wed. . . 6 13 20 27	Wed. . . 4 11 18 25 ..
Thur. . . 5 12 19 26 ..	Thur. . . 3 10 17 24 31	Thur. . . 7 14 21 28	Thur. . . 5 12 19 26 ..
Fri. . . 6 13 20 27 ..	Fri. . . 4 11 18 25	Fri. . . 1 8 15 22 29	Fri. . . 6 13 20 27 ..
Sat. . . 7 14 21 28 ..	Sat. . . 5 12 19 26 ..	Sat. . . 2 9 16 23 30	Sat. . . 7 14 21 28 ..

CALENDAR 1911-1912.

1911—July	3.....	Summer Session begins.
Aug.	12.....	Summer Session closes.
Sept.	27.....	Academic Year begins.
Sept.	27.....	Enrolment in classes by the various Professors.
Sept.	27.....	The Opening Address by the President to the Students of all the Faculties at 3 p.m. in Con- vocation Hall.
Oct.	5.....	Meeting of Council.
Nov.	2.....	Meeting of Council.
Dec.	7.....	Meeting of Council.
Dec.	18-21.....	Term Examinations.
Dec.	21.....	Last day of Lectures. Term ends at 1 p.m.
Dec.	21.....	Railway certificates issued.
1911—Jan.	9.....	Easter Term begins.
Jan.	11.....	Meeting of Council.
Feb.	1.....	Meeting of Council.
Mar.	7.....	Meeting of Council.
April	4.....	Meeting of Council.
May	1.....	Annual Examinations in Education begin.
May	4.....	Meeting of Council.
June	7.....	University Commencement.

FACULTY OF EDUCATION.

1910-1911.

President ROBERT ALEXANDER FALCONER, M.A., LL.D., D. LITT.

Dean WILLIAM PAKENHAM, B.A.

Secretary

JAMES WARREN BARTON, M.D.,

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95 Bedford Road.

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76 Roncesvalles Avenue.

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36 Albany Avenue.

JOSEPH A. IRWIN,

Assistant Instructor in The University Schools 60 Grace Street.

WALTER ERNEST MACPHERSON, B.A., LL.B.,

*Lecturer in Methods in History, and Chief Instructor in History in
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THOMAS M. PORTER,

Assistant Instructor in The University Schools

18 Salisbury Avenue.

GEORGE D. ROBERTSON, B.A.,

*Lecturer in Art and Commercial Work, and Chief Instructor in Art
and Commercial Subjects in The University Schools,*

342 Clinton Street.

ALLEN NELSON SCARROW,

*Instructor in Manual Training and Assistant Instructor in The Uni-
versity Schools.*

620 Shaw Street.

ORLANDO JOHN STEVENSON, M.A., D. PAED.,

*Lecturer in Methods in English and Chief Instructor in English in
The University Schools*

15 Bernard Avenue.

JAMES G. WORKMAN, B.A.,

Assistant Instructor in The University Schools.

268 Margueretta Street.

Members of the Staff of Ryerson School, Toronto, who assist as Critic-teachers,

Miss Mary Louise Balmer.....15 Dunbar Road.

Miss Nellie Baskerville.....16 St. Alban Street.

Miss Maud Bell.....72 Rusholme Road.

Miss Marion Grace Bristol.....64 Howland Avenue.

Miss Annie E. Cullen.....368 Markham Street.

Mr. Ralph W. Edmison, B.A.....95 Bedford Road.

Mr. Frank T. Harry.....64 Walter Street.

Miss J. Cecil Helyar.....536 Ontario Street.

Miss Etta M. Jolley.....22 St. Mary Street.

Miss Adah F. Mitchell.....178 Markham Street.

Mr. Hawley Mott.....86 Grace Street.

Miss Isabelle Richardson.....97 Manning Avenue.

Miss Lillian Madelene Starrette.....153 Denison Avenue.

Miss Mary Pauline Stephen.....291 Euclid Avenue.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers, and in particular for Provincial certificates as Inspectors, First-class Public School Teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Science, Commercial Work and Art. It also offers courses for degrees in Pedagogy.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the teachers-in-training, and model class rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching to be had in these model classrooms will be supplemented by observation and practice-teaching in a city school in the immediate neighborhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the teacher-in-training may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, the students enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty before October 1, and application for examination before April 2. All fees should be paid to the Bursar of the University.

The Fifth Session of the Faculty of Education will open September 27th, 1911 and close May 31st, 1912. The final examinations will be held in May.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from three dollars and fifty cents per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Secretary of the

Young Men's Christian Association of the University, the Lady Superintendent of University College, and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

TERMS OF ADMISSION.

A candidate for admission to the Faculty of Education should make application on a form to be obtained from the Secretary of the Faculty and should submit with this application:

- (1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.
- (2) A certificate from a clergyman or other competent authority that he is of good moral character.
- (3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.
- (4) One of the following:
 - (a) His certificate of graduation in Arts from the Registrar of any University in the British Dominions.
 - (b) His Senior Teacher's Certificate.
 - (c) His certificate for Entrance into the Faculty of Education.

[NOTE.—No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to a cancelling of the teacher's certificate.]

COURSES.

- (a) The General Course and the First Advanced Course, as the professional courses for an Interim First Class Public School and an Interim High School Assistant's Certificate.
- (b) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.
- (c) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.
- (d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.
- (e) Courses for Degrees in Pedagogy.

GENERAL COURSE.

The *General Course* may be taken by any student who has complied with the regular terms of admission. It trains for certificates as teachers in Public, Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Methods in the subjects of the Public School Course not included in Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review, from an academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work, with Manual Training (for men), and Household Science (for women) of the Public School Course, and the Reading, Art, Commercial Work (including Writing) Elementary Science, and Physical Training (including Hygiene) of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in Public and High School grades with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this Course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

FIRST ADVANCED COURSE.

The *First Advanced Course* may be taken only by students who are graduates in Arts before the beginning of the Session. It trains for certificates as teachers in Public, Continuation, and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Methods in the subjects of the Public School Course not included under Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review, from the academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work with Manual Training (for men) and Household Science (for women) of the Public School Course and the Reading, Art, Commercial Work (including Writing) Elementary Science, and Physical Training (including Hygiene) of both the Public and the High School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

SECOND ADVANCED COURSE.

The *Second Advanced Course* may be taken by students who are graduates in Arts before the beginning of the Session. It trains for certificates as teachers in Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Manage-

ment and School Law, and Methods in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review, from the academic standpoint, of the subjects of the High School Courses.

Part II.

1. A course of instruction, both academic and professional, in the Reading, Art, Commercial Work (including Writing), Elementary Science, and Physical Training (including Hygiene) of the High School Courses.
2. Two at least of the Seminar Courses hereinafter defined, such Courses to be selected with the approval of the Faculty of Education.

Part III.

Observation and Practice Teaching in the High School grades. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching the equivalent of twenty lesson-periods, or of more in both cases according to the experience, aptitude and progress of the student.

SPECIAL COURSES.

Special Courses include:—

(a) Courses for Specialists. In both the General and Advanced Courses, special training will be provided for candidates for certificates as Specialists.

(b) A course for Inspectors of Public Schools. For a Public School Inspector's certificate there will be an examination in May open to those who have fulfilled the conditions prescribed by the Department of Education for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

(c) Such other special courses as may be offered from time to time

REGULATIONS.

1. The standing of the students in attendance in the General, an Advanced or a Special Course shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, in particular of mid-term examinations which shall emphasize the academic aspects of the Public and High School subjects. The maximum marks for the term work in any subject shall be forty per cent. of the aggregate of marks for that subject.

The standing of students who are not in attendance shall be determined by the results of the final examinations.

2. The final examinations in Part I. and Part II. are held in May at Toronto or at such local centres as may be selected by the Senate. The Part II. examinations may also be held at convenient periods during the Session.

The percentage requirements for a pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I., II., and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each subject. The requirement for honours in the General or Advanced Courses or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

3. A candidate unsuccessful in Part III. or a candidate who, while successful in Part III., has not obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I., II., and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in such Part or Parts (taken together or separately) as they have not already taken.

4. (a) Regular attendance in the General and the Advanced Courses is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education of Ontario, and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers in the schools controlled by the Ontario Department of Education.

A return of the attendance shall be made to the Minister of Education at the close of the session.

(b) Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress is unsatisfactory may be dismissed from attendance at any time during the session.

5. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses.
6. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the regular courses as will suit the condition of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.
7. (a) The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$15.00. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by students not in attendance, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspectors' examination shall be \$15.00. The fee for the University Diploma will be \$2.00.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the staff of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

I. (a) Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education as follows:—

- (1) INTERIM HIGH SCHOOL ASSISTANTS', AND INTERIM FIRST-CLASS PUBLIC SCHOOL CERTIFICATES, one or both as the case may be.

(a) To students who have attended regularly and who have obtained in each of Parts I., II. and III. of their Courses, 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks.

(b) To students who are exempt from attendance and from the examination in Part III., and who have obtained in each of Parts I. and II. of their courses 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(2) INTERIM SECOND-CLASS PUBLIC SCHOOL CERTIFICATES, valid for two years, to students in the General or First Advanced Courses who have attended regularly and who have obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III.

(3) INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of one of the regular Courses and who have obtained 60 per cent. of the marks assigned to the Special Course or Courses of their department.

(b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned to the paper or papers in the Special Course of their departments.

(4) PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

II. SPECIAL CASES of Candidates Exempt from Attendance.

(a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First-Class Public School Certificates, by passing at one examination and with the prescribed percentages in the special Public School subjects of the General Course and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(b) Teachers who hold First Class Public School or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' standing, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed for such certificates.

(c) Teachers who hold permanent Second-Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience (all in Canada and at least one-half in Ontario) from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General or First Advanced Course, taking Parts I. and II. together or separately, but without taking the prescribed session., or being required to pass in Part III. Such candidates will be granted Permanent First Class Public School certificates, and Interim High School Assistants' Certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Unsuccessful candidates who have attended a Session in any Course, and who, of the aggregate of the marks for the term's work and final examinations have obtained at least 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II. and at least 55 per cent. of the aggregate of the marks for each of said Parts, may write at the examinations for Interim First-Class Public School or High School Assistants' Certificates without taking the session over again or being required to take again the Part or Parts in which they have already passed.

III. VALUES OF CERTIFICATES.

(a) An Interim Second Class Public School Certificate shall entitle the holder to teach in a Public School.

An Interim First-Class Public School Certificate shall entitle the holder, to teach as Principal or Assistant in a Public School, or as Assistant in a Continuation School.

An Interim High School Assistant's Certificate which shall not issue until the candidate is 21 years of age, shall entitle the holder to teach, as assistant, in a High School or a Continuation School.

Interim High School and First Class Public School Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

(b) After at least two years of successful experience as a teacher in a Public or Separate School, the holder of an Interim First or Second Class Public School Teacher's Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First or Second Class Public School teacher, provided, however, that he is then 21 years of age.

(c) After at least two years of successful experience as a teacher subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate, ordinary or specialist, shall, on the report of the last visiting Inspector, be entitled to a permanent certificate of the same grade. In the case of a specialist he shall also satisfy the Inspector of his competency to teach the upper school subjects of his department.

(d) A graduate in Arts of any University in the British Dominions, who holds a High School Assistant's Certificate, and who, as shown by the report of the last visiting Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DETAILS OF COURSES.

The bibliographies given below are merely *suggestive*. No text books are *required*. The first book mentioned under each subject is to be preferred. All bibliographies under Methods are intended to include the text-books authorized for use in the Public and High Schools of Ontario.

PART I.

HISTORY OF EDUCATION, AND EDUCATIONAL SYSTEMS.

Throughout these courses attention will be given to the social conditions and ideals from which the educational theories and practices arose. As a part of national development education will be studied in its relationships and not as an isolated phenomenon.

General Course:—Evolution of education in primitive society. Oriental education. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Education in Charlemagne's empire and in England and Ireland. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Petrarch, Vittorino da Feltre, Erasmus, Elyot, Ascham, and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Montaigne, by Mulcaster, Milton, and Locke, and by Bacon and Comenius. Education according to nature. Development of the new ideal in Rousseau, and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Fröbel. The scientific and sociological ideal as represented by Spencer and modern theorists. The development of public education in Germany, Great Britain, France, the United States, and Ontario. Present day tendencies in education.

References:—Monroe. A Brief Course in the History of Education.
Munro. The Educational Ideal.
Adamson. Pioneers of Education.
Laurie. Educational Opinion since the Renaissance.

Advanced Course:—The General Course repeated, with a detailed study of special periods.

References:—Monroe. A Brief Course in the History of Education.
 Graves. History of Education (2 vols.).
 Freeman. Schools of Hellas.
 Wilkins. Roman Education.
 Adamson. Pioneers of Education.
 Roberts. Education in the Nineteenth Century.
 Woodward. Vittorino da Feltre and other Humanist Educators.
 Laurie. John Amos Comenius.
 Davidson. Rousseau and Education according to Nature.
 Pinloche. Pestalozzi and the Modern Elementary School.
 De Garmo. Herbart and the Herbartians.
 Hughes. Fröbel's Educational Laws for all Teachers.
 Hughes. The Making of Citizens.

PRINCIPLES OF EDUCATION.

General Course:—(1) A course of lectures dealing in the main with the following topics:—

Introduction.—The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

Physical Aspects of Education.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education, its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

Mental Aspects of Education.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

Moral Aspects of Education.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

Social and Vocational Aspects of Education.

Liberal and applied education as supplementary to each other; place of industrial education in the educational system; relation of constructive work and manual activities to mental attitudes of children and to community life. Law, government, and social requirements as elements in education.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Thoughts on Education, and Conduct of the Understanding; Fröbel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society.

References:—Raymont. Principles of Education.

Henderson. Principles of Education.

Horne. Psychological Principles of Education.

Giddings. Elements of Sociology.

Dewey. School and Society. The Child and the Curriculum.

Scott. Social Education.

Advanced Course:—

1. Lectures of a more advanced character upon the topics detailed in Part I. of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

References:—Those of the General Course, and in addition:

Mackenzie. Social Philosophy.

Dewey. The School and the Child. The Educational Situation. Moral Principles in Education.

PSYCHOLOGY AND GENERAL METHOD.

General Course:—Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and Reasoning. Feeling and Emotions. Interest. Habit. Will. Character. Motor Activity. Curiosity. Suggestion and Imitation. Heredity and Environment. Adolescence and Child Study. Meaning of Instruction. Instruction and Education. Psychologic Foundations of Method. General Principles. Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

Advanced Course:—Lectures of a more advanced character upon the topics of the General Course as outlined above with a study of special problems in Education.

References:—Titchener. Primer of Psychology.

Angell. Psychology.

James. Talks to Teachers on Psychology.

Kirkpatrick. Fundamentals of Child Study.

Thorndike. Principles of Teaching.

Bagley. The Educative Process.

McMurry. Method of the Recitation.

Findlay. Principles of Class Teaching.

Munsterberg. Psychology and the Teacher.

Horne. Psychological Principles.

Thorndike. Elements of Psychology.

SCHOOL MANAGEMENT AND SCHOOL LAW.

The discussion of each topic in School Management will include a statement of the School Law and the Regulations of Ontario pertinent thereto.

1. *Education*, a necessity of civilization. Relation of state and individual. Idea of service and privilege. Right of the individual to education. Right of community in the individual's capacity.

2. *The School*, an organized agency for a definite purpose. School administration: types of schools. Elements of the school: pupils, teacher, curriculum, appliances including text-books, building, apparatus.

3. *School Administration*—forms of educational control; executive and legislative functions of Department of Education, school boards, inspectors and other school officers; relation of principal to teachers and of teachers to parents, trustees, and caretakers; financial support; business administration.

4. *Types of Schools*—functions of each type; primary, secondary, higher education; continuation schools; commercial, industrial, agricultural, or technical schools; evening classes; schools for defectives and delinquents. Cooperation of schools with other educational agencies.

5. *The Pupil*—Variability at different ages. Characteristics of these periods of life. Educational means available at each period. Treatment of pupils; incentives and appeals that may be used. What the pupil may gain from the school. Privileges and duties of pupils.

6. *The Teacher*—Certificates and qualifications; sense of responsibility, capacity for growth, belief in his profession and in himself, scholarship, professional attainments, personality. Work highly technical and requiring expert knowledge and skill. Duties of teachers.

7. *Class Management*.—Advantages and disadvantages of group teaching. Basis of grouping. Limits of groups. Management of class in regard to interest, self activity, concentration of effort, recitation, keeping members at similar work. Some principles of good teaching. Varied exercises. Questioning. Drill. Answers and their treatment.

8. *Lesson*.—Kinds of lessons: teaching lesson, recitation lesson, drill lesson. Combination of these kinds. Characteristics of each kind.

9. *The Curriculum*. Its purpose and elements. Relation of subjects to age of pupil, to social ideals, and to each other.

10. *Textbooks*.—Their purpose. Limitations. Uses and abuses of textbooks. Their authorization.

11. *The Art of Study*.—How taught. Its relation to habit, knowledge and capacity. Home-work, its quantity and character.

12. *Oral and Written Exercises*.—purpose and value of each; examinations their kinds, purpose, value; good and bad applications of examination. How evils of examinations may be reduced.

13. *School Organization*. Time-tables and daily programmes for various types of public and high-schools.

14. *Special Problems of the School*.—grading pupils, promotions, care of backward pupils.

15. *Physical Training*.—School hygiene.

16. *School Discipline*.

17. *Buildings and Appliances*.—Sanitation of buildings, lighting, warming, seating, ventilating; classroom decoration; fittings, furnishings and apparatus.

18. *School Library*.—Use by pupils and others; reference books.

19. *School yard and surroundings*.

References.—Bagley. *Class Room Management*.

Landon. *Principles and Practice of Teaching and School Management*.

The School Law and Regulations of Ontario.

Shaw. *School Hygiene*.

SPECIAL METHODS.

Each course in Methods will include an academic review of the subject as defined in the curricula of the Department of Education together with a discussion of methods of instruction in the subject.

SPECIAL METHODS IN PUBLIC SCHOOL SUBJECTS.

For the details of courses in certain Public School subjects not mentioned under this heading, reference should be made to the subjects in Part II. For the details of courses in the subjects of Fifth Classes and Continuation Schools, reference should be made to the High School subjects defined below.

Language and Composition.—The importance of language training.

Oral and written composition; their relation; how habits of speaking and writing good English are formed.

Methods in oral and written composition; oral exercises as a means of obtaining free natural expression; principles governing criticism; relation of grammar to composition; the principles to be kept in view in conducting exercises in written composition; value of topical outlines; method of correcting compositions.

Mechanics of written composition; sentence and paragraph structure; paragraph compositions; punctuation marks; etc.

Materials for oral and written composition; principles governing the choice of topics in the different grades; outline of suitable material for different grades.

References.—Chubb. Teaching of English.

Bates. Talks on the Writing of English.

Spelling.—Scope of Spelling.

Methods in Spelling: An examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Materials for spelling; principles of selection of material for spelling.

Literature.—The aims in teaching literature.

The nature and elements of literature.

Selection of subject matter for literature lessons; qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections. Supplementary reading; use of library.

Methods in teaching literature.

Lesson procedure: teacher's preparation; pupil's preparation; total meanings grasped first; analysis of these; final reading.

References.—Chubb. Teaching of English.

McMurry. Special Method in Reading of English Classics.

Grammar.—The topics to be discussed here are to be found in the prescription of work in Grammar as a High School subject.

Arithmetic.—The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic: analysis and synthesis; induction and deduction; graphic methods; use of concrete material, text books and apparatus; importance of training in, and devices to secure neatness, accuracy and speed in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic. Other topics are to be found under arithmetic as a High School subject.

References:—McMurry. Special Method in Arithmetic.

History.—The topics to be discussed here are to be found in the prescription of work in history as a High School subject.

Geography.—Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects; home geography, observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

References:—See under Geography as a High School subject.

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH.

(a) *Grammar.*—The purpose of teaching grammar. Recognition of correct forms of speech; the principles underlying their use. Difficulties of overcoming the use of incorrect forms acquired outside of school. Value of analysis of sentences and of the study of the functions and relations of words. Consideration of the courses in grammar in Elementary and Secondary Schools. What work should be covered in the first year in the Lower School? Necessity of securing variety. Work covered in the second year. Use of a text book in grammar. The advantages and limitations of the inductive method in teaching Grammar in the Secondary School.

(b) *Composition.*—Composition presupposes thought and feeling to be expressed and someone for whom expressed. Value of composition to the individual in defining his own thought. Greater social value. This social factor demands clearness and effectiveness of style. Varieties of composition: (1) written composition, including the formal essay, class exercises, and correspondence, (2) oral composition, including speeches and debates.

(1) *Written Composition*.—The formal essay. Subjects suited to the age and experience of the pupil. Different interests of pupils. Writing of the essay. How often written. In school or at home? Use of composition books. Collection of essays. Planning the essay. Preliminary discussion. Value of formal plans. Marking of essays. System of signs used in marking errors. Teacher's general criticisms. Re-writing of essays. Discussion of errors in class. Different types of errors. Value of individual work. Self-criticism by pupil.

The development of style. Importance of choosing the best line of treatment. Selection of subject-matter. Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the quality and range of the pupil's general reading upon his style.

Class exercises. Aim to give the pupil command over the elements of form and expression. Varieties of class work. Use of a text-book. Methods of dealing with exercises.

Correspondence.

(2) *Oral Composition*.—How oral composition differs from written composition with respect to subject matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner, form of speech, vocal control. How to conduct an Oral Composition lesson.

(c) *Spelling*.—Causes of incorrect spelling. Necessity for teaching underlying principles. Importance of a knowledge of derivation. Value of rules.

(d) *Literature*.—Literature in the Secondary School. Purpose of teaching literature. Literature defined as essentially (a) artistic; (b) an expression of the ideal; (c) a reflection of life.

The emotional element in poetry. The poet as an ethical teacher. Free range of the imagination of the poet. The importance of the artistic element in poetry. The language of poetry. Principles governing the selection of material. Selections suitable for literature in the Lower School. List of books for supplementary reading. Complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library. The selection of books for the school library. Relations with the Public Library.

Methods of teaching literature. The extensive and the intensive study of literature compared. The introduction to the lesson. Difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature. The preliminary reading of the selection. The place of explanation of words and phrases. The importance of the teacher's ability to read well. Oral reading by the pupils after study. Memorization. The value of oral and written reproduction. Examinations in literature.

Methods of dealing with supplementary reading. Means of testing the pupils' outside reading.

(e) *Oral Reading*.—Methods of teaching reading. Attention to the principles of vocal expression, time; pitch, quality; force. The place and limitations of imitative reading. Class procedure. Relative values of prose and poetry as material for the lesson in reading.

References:—Carpenter, Baker and Scott. The Teaching of English.
Chubb. The Teaching of English.

HISTORY.

The scope and nature of the subject matter; the choice of materials for school use; what facts are of most worth.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The method of teaching; the lecture method; the Socratic method; "cause and effect" in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics.

The correlation of history with geography; with literature and composition; supplementary reading in history; the historical novel; school societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of reference; pictures and lantern slides.

The study of current events and present conditions in our own and foreign lands; analogies with events and conditions of the past.

References:—Bourne. The Teaching of History and Civics.
The Committee of Seven. The Study of History in Schools.

GEOGRAPHY.

Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

The High School Course will be dealt with academically and the best methods considered. Special stress will be put on the use of experimentation and observation.

References:—Chisholm. Handbook of Commercial Geography.
Mill. International Geography.
Salisbury. Physiography.
Geikie. The Teaching of Geography.

MATHEMATICS.

Arithmetic: Its value and scope; its relation to the other subjects on the curriculum; the origin of number; the various steps involved in the development of the number concept; number pictures; number symbols; the unit, its nature and use; the necessity for standard units; number, a ratio; the Grube method, its merits and its defects; the fundamental processes and their relations; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place and treatment of mental arithmetic; the value of problems; the essentials of proper solutions; interest in problems for which the pupils themselves furnish the materials; problems depending upon local statistics; where and how to assist pupils; the unitary method, its merits and limitations; the fraction, considered as a quotient and as equal parts of a unit; development of the rules of fractions; decimals, as special fractions and as complements of common notation; approximate results; percentage and its applications to commercial arithmetic; value of tables; mensuration, the application of arithmetic to space relations; theoretical and practical methods; the necessity for the use of models; square root.

Algebra.—Arithmetical Algebra: Transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; surds and imaginary quantities; quadratic equations; method of dealing with problems and the object to be kept in view in their solution; correlation of algebra and geometry; graphical methods of illustrating formulæ and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; the proposition, what should be done in the class and what at home; the analytic—synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing; exercise of invention; the place and importance of exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

- References:*—McLellan & Dewey. The Psychology of Number.
 Smith. The Teaching of Elementary Mathematics.
 Young. The Teaching of Mathematics.
 Fink. A Brief History of Mathematics.

CLASSICS.

Latin.—Pronunciation: exercises in oral reading from Caesar and Vergil, Vocabulary: its nature and extent. The importance of repetition. correlation with English, and arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary. Various other devices.

Inflection: introductory lessons. The arrangement under types. Hints on the teaching of various lessons such as on the Third Declension of nouns, on adjectives and on verb forms.

Syntax: the teaching of syntax in connection with the translation of English sentences into Latin. The mode of treating it in connection with passages of authors read. Hints on the teaching of various lessons such as on the gerundive and gerund, conditional sentences, time clauses, indirect discourse and the like.

Translation and kindred topics. The object of the course in translation. The difference between reading and translating; the stage at which reading and translating should begin; the choice and use of material for early reading in text-books and supplementary reading-books; a method for reading at sight; hints for the teaching of translation lessons in Caesar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering; the use of 'keys'; treatment of topics of grammar, history, archaeology and the like arising naturally from the context; use of charts and other forms of illustration; special consideration of the translating of Vergil; introductory lessons in Vergil; hints on the teaching of various passages; the metre of the Aeneid; memorization of typical selections.

Greek.—Aims and methods in teaching Greek; the importance of reading and translation; oral work in Greek teaching; pronunciation and accents; discussion of important lessons in White's First Greek book; the order of the lessons; method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.—Discussion of the merits of the best books for the teacher's library in Latin and Greek.

- References:*—Bennet and Bristol. The Teaching of Latin and Greek.
 Johnston, H. W. Pamphlets on the Teaching of Caesar and Virgil.
 Hale. Pamphlets on the Art of Reading.
 Articles in the "Classical Journal."

MODERN LANGUAGES.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct Method. Pronunciation and oral work indispensable.

Phonetics: Practical course in Phonetics. Use of phonetic charts. Teaching by visualization.

Elementary Classes: How to conduct them without a text-book. Oral work combined with study of phonetics. Conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correcting of errors. Length of lesson. Aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material supplied by the teacher. How to acquire a vocabulary.

Grammar: Inductive teaching. Value of grammatical rules. Repetition. Use of Mnemonics. Deductive Method. Special illustrative lessons on essentials of French and German Grammar. Importance of the Verb. How to conduct a profitable drill.

Translation: When to introduce it. Dangers to be avoided. Transliteration and Translation. Various methods of conducting recitations. How to use the Reader. Cultivation of the literary taste. Reading of the text aloud in French or German by the teacher and by the pupil.

Composition: Based on models. Oral drill on the Reader. Translation from English. Free reproduction. Original themes and exercises. Writing of letters. Methods of correction. How to use a vocabulary and dictionary.

References:—Heath & Co. Report of the Committee of Twelve.

Heath & Co. Methods of Teaching Modern Languages.

Jespersen. How to Teach a Foreign Language.

Savory & Jones. Sounds of the French Language.

Bahlsen. Teaching of Modern Languages.

Brebner. Method of Teaching Modern Languages in Germany.

Didot. La Methode directe dans l'enseignement des langues.

Sweet. Practical Study of Languages.

Dumville. French Pronunciation.

Rippmann. Elements of Phonetics.

Broul. Teaching of Modern Languages.

SCIENCE.

The courses in Science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under Elementary Science. Laboratory equipment. Methods of demonstration. Use of technical terms. Theories, facts, scientific laws. Text-books and reference books in Science.

Chemistry: Order of treatment; introductory work; chemical laws and theories; valency; formulae and equations; qualitative and quantitative experiments; chemical arithmetic.

Physics; methods in Heat, Light, Sound, Magnetism, Electricity, and Mechanics.

Biology: Methods of treatment. Dissection. Experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy: Purpose of High School Mineralogy. Its relation to Geography and Chemistry. Method of treatment of physical properties of minerals. Economic importance of minerals and rocks of Ontario. Familiarity with common rocks and minerals.

References:—Lloyd & Bigelow. Teaching of Biology.

Smith & Hall. Teaching of Physics and Chemistry.

Ganong. The Teaching Botanist.

PART II.

While the same general purposes direct the courses in the subjects of both Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

Art Work.—Freehand Drawing: How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, type solids and objects based on them; the principles of freehand perspective; grouping of objects; simple landscapes from nature and imagination; illustration of games, etc.; pose drawing.

Blackboard Drawing: The use of white, black and coloured crayons on the blackboard and paper; rapid sketches to aid in teaching other subjects.

Water Colours: Theory of colour; the solar spectrum; the six standard colours, hues, tints and shades; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values and sepia, of common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: Conventionalization of natural forms. Surface patterns, borders, Christmas cards, programmes, book covers, calendars; lettering. Geometric figures and their applications.

How to study a picture; the critical study of a few master-pieces of painting.

References:—Prang's Text Books of Art Education.

Prang's Art Education for High Schools.

Atkinson, Mentzner & Grover. Applied Arts Drawing Books.

Poor. How to Draw.

Practical Drawing: Arts and Crafts Course, 8 parts.

Batchelder. The Principles of Design.

Holland. Design for Schools.

Cross. Colour Theory.

Cross. Light and Shade.

Commercial Work with Writing.—(a) Business Papers: Receipts, promissory notes, drafts, orders, cheques, bank drafts, bills of goods, invoices, endorsement and acceptance and consequent liability.

Bookkeeping: Double and Single Entry. Changing from Single to Double Entry.

References:—The Public and High School text-books and Manuals.

(b) Writing: correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding: Position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling: value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The Course will include practical exercises in handwriting.

References:—The Public and High School text-books and Manuals.

Constructive Work and Manual Training:—The nature and scope of Constructive Work. Its educational and practical values; its correlation with other subjects; exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of hand-work.

A practical course based on the following outline, with concurrent instruction in methods.

Typical forms of constructive work adapted to the capacities of children in the lower grades.

Modelling in clay or plasticine: materials and how they are kept; modelling natural forms.

Cardboard work suitable for the higher grades of the Public School.

Mechanical drawing and freehand sketching; plans and blue-prints.

Woodwork; The workshop, tools and materials; keeping tools in order; a short course in bench-work; designing.

References:—Gilman and Williams. Seat Work and Industrial Occupations
Kidner. Educational Handwork.

Elementary Science.—Meaning of Science and scientific method. Educational value of science. Experimental work, how conducted, how re-

corded. Manipulation. Glass working. Making of simple apparatus. Simple chemical operations as filtration, solution, evaporation, precipitation. More advanced treatment of topics in Nature Study. Methods in special topics of Biology and Physics of Lower School. Elementary textbooks.

References:—Gregory & Simmons. Lessons in Science.

Gregory & Hadley. Class-book in Physics.

Bailey & Coleman. First Course in Biology.

Household Science.—A brief course of lectures with laboratory work.

This course includes a study of the following topics: the value of Household Science in the home, and the elementary school; its effect upon the community as it deals with common evils such as ignorance of food production and manufacture, with cooking processes, and with means of avoiding waste, &c; house construction from the housekeeper's standpoint; disposal of sewage in a country home; the furnishing of the house, floor and wall treatment, kitchen equipment; the function of art in common life; the food principles; selection and preparation of foods; dietetics; home nursing; laundering.

References:—Wilson. Handbook of Domestic Science and Household Art.

Hutchison. Food and Dietetics.

Snyder. Human Foods.

American School of House Economics, Chicago. Library of Home Economics.

Music.—The Course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils.

The Course will include:

Tune: All intervals of the Major Diatonic Scale, both from Tonic Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant, (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these, in simple and compound duple, quadruple and triple times. All the above in both Tonic Sol-Fa and Staff Notations.

Ear-training, in Time and Tune: Recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

Voice Training: Breath-control, tone-production, blending of the registers and general training for quality, range and flexibility.

Sight Singing: Singing from pointing on modulator or staff; singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: School songs in one or two parts, with special attention to accent enunciation, phrasing, quality of tone and expression.

Physiology: anatomy of lungs, larynx, and resonating cavities; various methods of breathing, action of vocal chords in production of tone, and influence of resonating cavities upon quality; care of voice in speaking and singing.

Methods: Teachers-in-training will be instructed in the grading of school music to suit the development of the pupils and in methods of teaching both systems.

References:—Educational Music Course, Teacher's Edition.
Teacher's Hand-book of Tonic Sol-Fa System.

Nature Study.—Distinction from science. Purpose. Suitable materials. Methods with detailed treatment of typical topics from public school curriculum as flowering plants, insects, birds, domestic animals, etc. Experimental work on functions and habits of animals and plants. Experimental treatment of common things as soap, salt, water, air, milk, soil, candle flame, etc. Discussion of special topics such as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References.—Scott. Nature Study and the Child.
Hodge. Nature Study and Life.

Physical Training.—The Course will include:

Exercises for heart and lungs: deep breathing, running, hopping, rapid walking, "chopping" (with dumb-bells or freehand), etc.

Exercises for digestive organs: circlings, lateral movements of trunk, "diving," etc., (with wands, dumb-bells or freehand).

Corrective exercises: exercises for overcoming certain deformities or lack of symmetry.

Balance Exercises: exercises for promoting a graceful and well-balanced carriage and co-ordination of muscles.

Military Drill: the elements of squad and company drill; turning, marching, stepping, forming fours, etc., the formation of classes in position for physical drill.

Games and Gymnastics: both indoor and outdoor.

Treatment of Emergencies: First aid in fractures, dislocations and sprains, drowning, suffocation and fainting, cuts and hemorrhage, and other accidents or emergencies.

Muscular Development: action of the muscles. [Exercises for the systematic development, with or without apparatus, of neck, trunk, arms and legs.

Physiology and Hygiene: personal hygiene. Emergencies. [Uses and care of organs of body.

References:—Barton. Physical Training.

Army Manual of Physical Training.

Roberts. A Handbook of Free Standing Gymnastics.

Gulick. Hygiene Series.

Martin. The Human Body.

Allen. Civics and Health.

Reading.—Scope of Reading: its correlation with other subjects; importance of training in reading; the pupil's previous preparation.

The processes involved in reading: the relation of ideas to symbols; the associations of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought.

Forms of reading: methods in reading: examination of the various methods of teaching beginners to read; devices for securing rapid word recognition and expressive reading; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References:—Cullen. Steps in the Phonic System.

Clark. How to Teach Reading in the Public Schools.

Department of Education. The Manual in Primary Reading.

SEMINARS.

The seminars, each of which is a professional course of one hour per week throughout the session, include lectures, readings, reports, and discussions.

Seminars are offered in the following subjects: History of Education, Principles of Education, Classics, Mathematics, English and History, Science, and Modern Languages.

COURSES FOR SPECIALISTS.

The examinations for Specialists will test, not only the candidates' skill in teaching and their familiarity with methods of instruction, but also and in particular their knowledge of the academic work of their departments.

The topics to be discussed in the Courses for Specialists follow:

English and History:—(a) The course in English for candidates for specialist certificates will include the following:—

A review of the work in English Grammar, Composition, and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the Course in English throughout the various Forms of the High School. A detailed study of the methods of class room procedure in the teaching of English and problems arising therefrom.

References:—Carpenter, Baker & Scott. The Teaching of English.

Chubb. The Teaching of English.

(b) The work for Specialists in History will include, (i) a study of particular periods of the prescribed History. (ii) Discussion of courses in History adapted for students of various ages, and of corresponding methods of teaching.

References:—Keatinge. Studies in the Teaching of History.

Jäger. The Teaching of History.

Langlois & Seignobos. Introduction to the Study of History.

Mathematics.—In this course will be discussed methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more matured minds, etc.

References:—McLellan & Dewey. The Psychology of Number.

Smith. The Teaching of Elementary Mathematics.

Young. The Teaching of Mathematics.

Fink. A Brief History of Mathematics.

Classics.—The course in translation for Specialists includes an intensive study of methods with their application to the teaching of the authors read in the Upper School, such as Horace, Cicero and Homer. The course in grammar and composition for Specialists includes these topics: the object and extent of the teaching of grammar and composition in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous prose selections; typical composition lessons oral and written.

References:—Bennet and Bristol. The Teaching of Latin and Greek.

Johnston. Pamphlets on the Teaching of Caesar and Virgil.

Hale. Pamphlets on the Art of Reading.

Articles in the "Classical Journal".

Modern Languages.—This course will lay special stress upon the teaching of Phonetics, the Direct Method in the class room, a study of French and German life, customs, and institutions, use of wall pictures, composition and reproduction work.

References:—Heath & Co. Report of the Committee of Twelve.

Heath & Co. Methods of Teaching Modern Languages.

Jespersen. How to Teach a Foreign Language.

Savory & Jones. Sounds of the French Language.

Bahlsen. Teaching of Modern Languages.

Brebner. Method of Teaching Modern Languages in Germany.

Sweet. Practical Study of Languages.

Dumville. French Pronunciation.

Rippmann. Elements of Phonetics.

Breul. Teaching of Modern Languages.

Science:—Relation of Science to other subjects. Chief educational values of Science. Scientific periodicals and books. Lantern projection. Photography. Making of lantern slides. Laboratory furniture. Examination of and practice in use of the apparatus used in High Schools. Discussion of special topics in relation to High School curriculum.

References:—Pearson. Grammar of Science.
Newth. Elementary Inorganic Chemistry.
Kerner. Natural History of Plants.

COURSES FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; the development of the pupil rather than of his intellect or of the subject taught; the development of capacity as an aim of school work; the use of interests and natural tendencies for educational ends; moral and aesthetic training; the industrial aspects of school work; education for urban and rural life; medical inspection and care of physical welfare; use of examinations.

Modern Educational Systems:—A comparative view of the educational systems of Great Britain, Germany, France, and United States.

Suggested References:—Ontario Agricultural College, Nature Study Leaflets.

Bailey, The Nature Study Idea.

Burrage & Bailey. School Sanitation and Decoration.

Dean. The Worker and the State.

De Garmo. Education and Interest.

Dewey. The Educational Situation. School and Society.

Dutton and Snedden. School Administration.

Kern. Among Country Schools.

Seath. Education for Industrial Purposes.

Snedden. Vocational Education.

Scott. Social Education.

Shaw. School Hygiene.

Balfour. Educational Systems of Great Britain and Ireland.

Paulsen. German Education.

Hughes. Making of Citizens.

Dexter. History of Education in United States.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the High Schools Act, the Truancy Act, Department of Education Act, the Schools Sites Act and the Regulations of the Education Department and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection, and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of competency to instruct and to supervise instruction in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.**GENERAL INFORMATION.**

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in Education while they have also become more professional in purpose; and the examinations have been divided into sections to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B.Paed. or D. Paed. from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from any University in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Education Department of Ontario, or a certificate of equal value.
2. The candidate shall pass an examination in the History of Philosophy and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education, in the Science of Education, and in the History and Criticism of Educational Systems.
3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.
4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination and shall write such essays and exercises as may be prescribed. The fee for registration is \$10. The fee for extra-mural assistance (if required) shall be \$5 for each section.
5. The examination shall be held in November at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate or candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of October of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each section, if taken separately, \$8. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each section (A or B) may be taken and will be examined on separately. The standard for a Pass degree shall be 50 per cent. of the marks assigned to each section. The candidate who obtains 50 per cent. of the marks of each section and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 50 per cent. of the marks of each section and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory, they are suggestive only.)

A.

History of Philosophy and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Cushman. History of Philosophy for Beginners.

Muirhead. Chapters from Aristotle's Ethics.

Watson. Hedonistic Theories.

Descartes. Method and Meditations (Veitch).

J. S. Mill. Utilitarianism.

Münsterberg. Psychology and the Teacher.

Wundt. Outlines of Psychology.

Titchener. Outlines of Psychology.

King. Psychology of Child Development.

Mackenzie. Manual of Ethics.

Giddings. Elements of Sociology.

B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Spencer. Education.

Scott. Social Education.

Hall. Youth.

Earhart. Study and Teaching Children to Study.

Tyler. Growth and Education.

DeGarmo. Principles of Secondary Education.

Graves. History of Education (2 vols.).

Dean. The Worker and the State.

Snedden. Vocational Education.

Monroe. Text-book in the History of Education.

Rowe. Habit Formation.

Candidates are recommended to read such additional works on the great modern educators (Comenius, Erasmus, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, etc.) as may be necessary to ensure an intelligent conception of their place and importance in the history of education.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions, with (a) honours in a department or (b) a Provincial certificate as specialist, or (c) the degree of B.Paed.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination, and he shall write such essays and exercises as may be prescribed. The fee for registration is \$10. The fee for extra-mural assistance (if required) is \$5 for each section of the Course.

4. The candidate shall pass an examination in the History of Philosophy and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education; in the Science of Education, and in the History and Criticism of Modern Educational Systems, with special reference to Ontario. He shall also submit on or before October 1st a thesis on some educational topic selected with the approval of the Faculty of Education. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in sections, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each section when taken separately \$8. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

A.

History of Philosophy and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Adamson. Development of Greek Philosophy.

Kant. Watson's Selections.

Watson. Kant Explained.

- Rand. Modern Classical Philosophers (omit pp. 486-672).
 Seashore. Elementary Experiments in Psychology.
 Hobhouse. Mind in Evolution.
 James. Principles of Psychology.
 Bosanquet. Philosophical Theory of the State.
 Ward. Applied Sociology.

B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

- References:*—Harris. Psychological Foundations of Education.
 Keatinge. Suggestions in Education.
 Herbart. Outlines of Educational Doctrine. (Lange and De Garmo).
 Locke. Conduct of the Understanding. Thoughts on Education.
 Rousseau. Emile.
 Comenius. The Great Didactic.
 Pestalozzi. How Gertrude Teaches her Children.
 Drummond. Introduction to Child Study.
 Froebel. Education of Man.
 Compayré. Spencer.
 Dewey. Interest and Effort in Education. Ethical Principles underlying Education.
 Balfour. Educational Systems of Great Britain and Ireland.
 Hughes. Making of Citizens.
 Russell. German Higher Schools.
 Farrington. Education in France.
 Dexter. History of Education in United States.
 Coleman. Education in Upper Canada.
 Brown. The Making of our Middle Schools.

Candidates are recommended to read the educational works of Bacon, Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel and Spencer, so far as to ensure an adequate knowledge of the development of modern educational theory. They will be expected, moreover, to make themselves familiar with the development and present conditions of educational practice in Great Britain, Germany, France, United States and Canada, and with contemporary movements and tendencies in education by means of standard works and current educational literature.

THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO COURSES OFFERED BY THE FACULTY OF EDUCATION.

The Special Course for candidates for degrees in Pedagogy will take the form of a seminar for the discussion of development of educational theory in the nineteenth century.

The examinations for First Class Public School and High School Assistant Certificates may be taken in May of each year. Candidates who hold Second Class certificates and have taught successfully for five years are exempt from attendance in the Faculty of Education. Candidates who have attended and taken the Practical Examinations of the Normal College or (under certain conditions) of the Faculty of Education are also exempt from attendance. For all candidates so exempt and for others who desire the training, Courses of instruction are offered in the Summer Session. While the lectures in these courses are limited to specified subjects, it is intended that the work in education should include instruction and guidance in all subjects of the May examinations.

The courses in Art, Commercial Work, and Elementary Science are complex in character and are so arranged as to meet the requirements of the First Class Public School and High School Assistant examinations and of the Commercial Specialist and Art Specialist examinations, and to meet in particular the demands that rise out of the recent regulations as to High and Continuation Schools.

While the course in Physical Training covers the work prescribed for First Class Public School and High School Assistant Certificates it is offered primarily in response to recent tendencies in school practice.

In the Summer Session of 1911 courses were offered in the following subjects; the Science of Education of the Courses in Pedagogy; Elementary Science, Art, and Physical Training.

REGISTER OF STUDENTS.

FACULTY OF EDUCATION.

Advanced Course.

Anderson, Miss C.	Toronto	Holt, Miss M. C.	Toronto
Banks, Miss H. D.	Toronto	Hutchinson, J. M.	Toronto
Beatson, Miss M. L.	Granton	Jamieson, Miss E. C. ...	Morrisburg
Bell, Miss I. M.	Toronto	Kells, Miss E. M.	Toronto
Belt, Miss E. M.	Oshawa	Kerr, Mrs. W. E.	Orillia
Black, Miss H. E.	Toronto	Knox, Miss W. J.	Shanly
Brewster, Miss C. E.	Brantford	Lailey, Miss M. B.	Toronto
Broad, Miss L. L.	Wellington	Leacock, Miss E. M. M. ...	Toronto
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Bunt, W. H.	Owen Sound	MacLaurin, J. L.	Vankleek Hill
Butler, Miss E. N.	London	Mastin, Miss E. E.	Bloomfield
Carter, Miss C. L.	Port Colborne	McDonald, Miss E.	Toronto
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Coad, Miss H. G.	Lindsay	McLaughlin, Miss M.	Toronto
Connolly, Miss R. E.	Toronto	McWhorter, T. A.	Sarnia
Coon, Miss A. A.	Weston	Mitchell, R. A.	Toronto
Craig, Miss L. J.	Toronto	Morton, Miss E. L.	Newmarket
Davidson, Miss M. P. ...	Burlington	Murray, Miss G. W.	Toronto
Deacon, Miss A. E.	Fergus	Pickering, H. V.	Winona
Dickens, Miss V. I.	Toronto	Pound, V. E.	Ridgeway
Dudley, E.	Toronto	Rankin, Miss L. M.	Toronto
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Duncan, J. A.	Toronto	Reynolds, Miss M. V.	London
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Edwards, Miss E.	Toronto	Robertson, Miss E. V. E	
Elliott, C.	Bryanstown		Little Britain
Fennell, A. B.	Napanee	Robinson, Miss M. B. ...	Hamilton
Gartlan, Miss E.	Stayner	Ross, J. F.	Nanticoke
Ghent, Miss L. T. B. ...	Burlington	Sheppard, Miss A. M. ...	Windsor
Gillespie, Miss M. A. ...	Seaforth	Smithson, Miss A. L. ...	Peterboro
Govenlock, Miss I.	Hubrey	Spence, Miss N. K.	Toronto
Graham, H. E.	Lindsay	Stanley, Miss A. M. V. ...	Lucan
Grierson, Miss A. I. ...	Walkerton	Swain, J. M.	Stratford
Gunn, Miss I. G.	Clinton	Taylor, Miss F. L., London Junction	
Harrison, Miss F. P. V		Thompson, Miss J.	London
	Niagara Falls	Walker, Miss H. C.	Perth
Hart, H.	Hampstead	White, H. T.	Whitevale
Haydon, W. J.	Brampton	Wilkins, Miss V. M.	Norwood
Helson, Miss M. J.	Toronto	Woolverton, Miss L. B. ...	London
Hocking, W. J.	Cromarty	Workman, J. A.	Toronto

General Course.

Alford, Miss E. G.	Hamilton	Awrey, Miss M. H.	Hamilton
Anderson, F. H.	Meaford	Baker, Miss P.	Wallacetown
Arnold, H. G.	Toronto	Ballance, Miss H. A.	Selby
Austin, Miss P. M.	Renton	Barker, J. M.	Forfar

Barker, Miss M. V.	Norwich	Harvey, Miss M. G.	Ottawa
Bell, J. A.	Ailsa Craig	Hearst, Miss B. L.	Sault Ste. Marie
Biggart, J. R.	Chatham	Henderson, H.	Seaforth
Blackhall, Miss O. M.	Toronto	Henderson, J. C. G.	Craigsholme
Boegeman, Miss A.	Berlin	Hewson, Miss J. R. B.	Hamilton
Bolton, Mrs. M.	Warton	Hoover, J. N.	Selkirk
Boyd, J. R.	Jarvis	Hossie, Miss F. E.	Sarnia
Brackenbury, G. L.	Pt. Burwell	Hume, Miss B. E.	Ashgrove
Brisson, Miss A.	Ridgetown	Hyde, Miss J. A.	Stratford
Brown, Miss G.	Jefferson	Jackson, J. S.	Glenallan
Buswell, Miss L. M.	Centralia	Jardine, Miss A. M.	Milton
Cameron, A. G.	Vachell	Jeffrey, H. G. S.	Aberfoyle
Cameron, J. A.	Bayfield	Johnston, Miss M. C.	Oil Springs
Cameron, J. G.	Thamesville	Kent, Miss M. R.	Aylmer
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Costin, Miss C. L.	Princeton	Lott, Miss E.	Sarnia
Cowan, Miss L. E.	Guelph	Macdonald, Miss L.	St. Mary's
Cryderman, B.	Magnetawan	MacDonald, T. A.	St. Thomas
Cunningham, Miss E.	Orillia	MacLachlan, Miss A. F.	Woodville
Currie, J. E.	Wingham	MacTavish, Miss F. M.	Chesley
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Dorrance, Miss A. V.	Seaforth	McCallum, Miss M.	Smith's Falls
Drake, Miss M. J.	Arthur	McCordie, F. M.	Sarnia
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Hartford, L.	Owen Sound	Readdie, G.	Toronto
Hartman, Miss C.	Clarksburg	Reddon, Miss E.	Harriston
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Rorke, Miss E.	Welcome	Stephenson, Miss H.	Hamilton
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Runnings, Miss J. M. V		Sutton, Miss M. L.	St. Thomas
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Scott, C. W.	Palmerston	Werden, Miss N. M.	Crafton
Scott, Miss R. V.	Highgate	White, L. J.	Whitevale
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Snyder, H. E.	Listowel	Woolley, C. B.	Brownsville
Souch, Miss C.	Campbellcroft	Worden, O. O.	Darlington
Stark, Miss L. B.	Chatham		

Courses for Specialists only.

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Carpenter, Miss I. M.,		Pilkey, P. J.	Toronto
	Richmond Hill	Robinson, J. B.	Hamilton
Dalrymple, Miss I. M.	Toronto	Russell, J. W.	Woodstock
Jackson, Miss K. M.	Harriston	Smith, G. R.	Wallacetown
Jackson, V. W.	Brampton	Stephen, W. J.	Burk's Falls
Jordan, Miss S. A.	Lindsay	Willson, Miss H. B.	Marshville
Mackenzie, D. H.	Kimble	Young, Miss M. C.	Belleville
MacKenzie, Miss J. J.,			
	Revelstoke, B. C.		

Occasional Students.

Hambley, Miss L. H.	Toronto
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Courses for Degrees in Pedagogy.

Amos, H. E.	Port Rowan	Hodgson, J. G.	Peterborough
Black, H. E.	Regina, Sask.	Hunter, J. H.	Cowansville, Que.
Evans, J. J.	Toronto	Jennings, E. W.	Lindsay
Hardy, E. A.	Toronto	Macpherson, F. F.	Hamilton
Hoag, J. P.	London	Preston, T.	Barrie

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1912-1913

UNIVERSITY PRESS
TORONTO

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CALENDAR

OF THE

University of Toronto



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UNIVERSITY PRESS
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<i>Dean</i>	WILLIAM PAKENHAM, B.A.
<i>Secretary</i>	

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

CALENDAR, 1912-1913.

1912—	July	2	Summer Session begins.
	Aug.	10	Summer Session closes.
	Oct.	1	Academic Year begins.
	Oct.	1	Enrolment in classes by the various Professors.
	Oct.	1	The Opening Address by the President to the Students of all the Faculties at 3 p.m. in Con- vocation Hall.
	Oct.	3	Meeting of Council.
	Nov.	7	Meeting of Council.
	Dec.	5	Meeting of Council.
	Dec	16-20	Term Examinations.
	Dec.	20	Last day of Lectures. Term ends at 1 p.m.
	Dec.	20	Railway certificates issued.
1913—	Jan.	7	Easter Term begins.
	Jan.	9	Meeting of Council.
	Feb.	6	Meeting of Council.
	Mar.	6	Meeting of Council.
	April	3	Meeting of Council.
	May	1	Annual Examinations in Education begin.
	May	6	Meeting of Council.
	June	6	University Commencement.

FACULTY OF EDUCATION.

1912-1913.

President.....ROBERT ALEXANDER FALCONER, M.A., LL.D., D. LITT.

Dean.....WILLIAM PAKENHAM, B.A.

Secretary.....

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Instructor in Physical Training, 860 College Street.

GEORGE NEVILLE BRAMFITT,
Instructor in Music and Assistant Instructor in The University Schools,
66 Summerhill Avenue.

JOHN OLIVER CARLISLE, B.A.,
Instructor in The University Schools, 25 Shannon Street

JAMES WILFRED COHOON, B.A.
Instructor in The University Schools, 85 St. George Street.

HERBERT T. J. COLEMAN, B.A., PH.D.,
Associate-Professor of Education, 60 Albany Avenue.

GEORGE AUGUSTUS CORNISH, B.A.,
Lecturer in Methods in Science, and Chief Instructor in Science in
The University Schools, 102 Spencer Avenue.

FREDERICK ETHBERT COOMBS, M.A.,
Lecturer in Methods in Elementary Subjects, and Chief Instructor in
Elementary Subjects in The University Schools. 334 Huron Street.

HENRY JOB CRAWFORD, B.A.,
Associate-Professor of Education, and Headmaster of The University
Schools, 1081 Bloor Street West.

JOHN THOMAS CRAWFORD, B.A.,
Lecturer in Methods in Mathematics, and Chief Instructor in Mathe-
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WILLIAM JAMES DUNLOP, B.A.,
Assistant Instructor in The University Schools, 78 Avenue Road.

LUTHER E. EMBREE, LL. D.,
Supervisor of Observation and Practice-Teaching in Jarvis Street
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Lecturer in Methods in French and German, and Chief Instructor in
French and German in The University Schools,
85 St. George Street.

HORACE ALEXANDER GRAINGER, B.A.,
Assistant Instructor in The University Schools,
199 Howland Avenue.

- WILLIAM E. GROVES,
Supervisor of Observation and Practice-Teaching in Ryerson Public School, 36 Albany Avenue.
- JOSEPH A. IRWIN,
Assistant Instructor in The University Schools, 60 Grace Street.
- WALTER ERNEST MACPHERSON, B.A., LL.B.,
Lecturer in Methods in History, and Chief Instructor in History in The University Schools, 172 Howland Avenue.
- HOWARD VINCENT PICKERING, B.A.,
Instructor in The University Schools, 225 Palmerston Avenue.
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Members of the Staff of Ryerson School, Toronto, who assist as Critic-teachers:

- Miss Mary Louise Balmer.....15 Dunbar Road.
- Miss Marion Grace Bristol.....64 Howland Avenue.
- Miss Annie E. Cullen.....368 Markham Street.
- Mr. Frank T. Harry.....64 Walter Street.
- Miss J. Cecil Helyar.....536 Ontario Street.
- Miss Etta M. Jolley.....22 St. Mary Street.
- Miss Kate M. Knowles, B.A.....57 Howland Avenue.
- Miss Adah F. Mitchell.....178 Markham Street.
- Mr. Hawley Mott.....86 Grace Street.
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- Miss Lillian Madelene Starrette.....153 Denison Avenue.
- Miss Mary Pauline Stephen.....291 Euclid Avenue.
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Members of the Staff of Jarvis Street Collegiate Institute, who assist as Critic-Teachers:

Miss M. N. Dafoe, B.A.....	31 St. Vincent Street.
Mr. Edwin J. Halbert, B. A.....	84 Mavity Street.
Mr. John Jeffries, B.A.....	.64 Roxborough Street West.
Mr. William A. Jennings, B.A.....	59 Thorold Avenue.
Mr. George Walter Keith, B.A.....	53 Thorold Avenue.
Mr. William James Loughheed, M.A...	141 Macpherson Avenue.
Mr. Peter Fraser Munro, M.A.....	12 Bowden Avenue.
William E. Murdoch, B.A.....	5 Hogarth Avenue.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers, and in particular for Provincial certificates as Inspectors, First-class Public School Teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Science, Commercial Work and Art. It also offers courses for degrees in Pedagogy.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the teachers-in-training, and model class rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching to be had in these model classrooms will be supplemented by observation and practice-teaching in city schools in the neighborhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the teacher-in-training may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, the students enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty of Education, University of Toronto, before October 1, and application for examination before April 2. All fees should be paid to the Bursar of the University.

The Sixth Session of the Faculty of Education will open October 1st, 1912, and close May 31st, 1913. The final examinations will be held in May.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from three dollars and fifty cents per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Secretary of the

Young Men's Christian Association of the University, the Lady Superintendent of University College, and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

TERMS OF ADMISSION.

A candidate for admission to the Faculty of Education should make application on a form to be obtained from the Secretary of the Faculty and should submit with this application:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One of the following:

(a) His certificate of graduation in Arts from the Registrar of any University in the British Dominions.

(b) His Senior Teacher's Certificate.

(c) His certificate for Entrance into the Faculty of Education.

[NOTE.—No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to a cancelling of the teacher's certificate.]

COURSES.

(a) The General Course and the First Advanced Course, as the professional courses for an Interim First Class Public School and an Interim High School Assistant's Certificate.

(b) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

(c) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

(e) Courses for Degrees in Pedagogy.

GENERAL COURSE.

The *General Course* may be taken by any student who has complied with the regular terms of admission. It trains for certificates as teachers in Public, Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Methods in the subjects of the Public School Course not included in Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review, from an academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work, with Manual Training (for men), and Household Science (for women) of the Public School Course, and the Reading, Art, Commercial Work (including Writing), Elementary Science, and Physical Training (including Hygiene) of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in Public and High School grades with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this Course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

FIRST ADVANCED COURSE.

The *First Advanced Course* may be taken only by students who are graduates in Arts before the beginning of the Session. It trains for certificates as teachers in Public, Continuation, and High Schools, and consists of three Parts.—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Methods in the subjects of the Public School Course not included under Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

- 2 A review, from the academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work with Manual Training (for men) and Household Science (for women) of the Public School Course and the Reading, Art, Commercial Work (including Writing), Elementary Science, and Physical Training (including Hygiene) of both the Public and the High School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

SECOND ADVANCED COURSE.

The *Second Advanced Course* may be taken by students who are graduates in Arts before the beginning of the Session. It trains for certificates as teachers in Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Manage-

ment and School Law, and Methods in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review, from the academic standpoint, of the subjects of the High School Courses.

Part II.

1. A course of instruction, both academic and professional, in the Reading, Art, Commercial Work (including Writing), Elementary Science, and Physical Training (including Hygiene) of the High School Courses.
2. Two at least of the Seminar Courses hereinafter defined, such Courses to be selected with the approval of the Faculty of Education.

Part III.

Observation and Practice Teaching in the High School grades. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching the equivalent of twenty lesson-periods, or of more in both cases according to the experience, aptitude and progress of the student.

SPECIAL COURSES.

Special Courses include:—

(a) Courses for Specialists. In both the General and Advanced Courses, special training will be provided for candidates for certificates as Specialists.

(b) A course for Inspectors of Public Schools. For a Public School Inspector's certificate there will be an examination in May open to those who have fulfilled the conditions prescribed by the Department of Education for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

(c) Such other special courses as may be offered from time to time.

REGULATIONS.

1. The standing of the students in attendance in the General, an Advanced or a Special Course shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, in particular of mid-term examinations which shall emphasize the academic aspects of the Public and High School subjects. The maximum marks for the term work in any subject shall be forty per cent. of the aggregate of marks for that subject.

The standing of students who are not in attendance shall be determined by the results of the final examinations.

2. The final examinations in Part I. and Part II. are held in May at Toronto or at such local centres as may be selected by the Senate. The Part II examinations may also be held at convenient periods during the Session.

The percentage requirements for a pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I., II., and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each subject. The requirement for honours in the General or Advanced Courses or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

3. A candidate unsuccessful in Part III. or a candidate who, while successful in Part III., has not obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I., II., and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in such Part or Parts (taken together or separately) as they have not already taken.
4. (a) Regular attendance in the General and the Advanced Courses is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education of Ontario, and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers in the schools controlled by the Ontario Department of Education.

A return of the attendance shall be made to the Minister of Education at the close of the session.

(b) Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress is unsatisfactory may be dismissed from attendance at any time during the session.

5. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses.
6. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the regular courses as will suit the condition of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.
7. (a) The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$15.00. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by students not in attendance, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspectors' examination shall be \$15.00. The fee for the University Diploma will be \$2.00. A deposit of \$1 will be required of teachers-in-training who make use of the branch library in the Education building.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the staff of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

I. (a) Certificates of qualification may be awarded by the Department of Education on the results of the examination of the Faculty of Education as follows:—

1. INTERIM HIGH SCHOOL ASSISTANTS', AND INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES, one or both as the case may be.

(a) To students who have attended regularly and who have obtained in each of Parts I., II. and III. of their Courses, 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks.

(b) To students who are exempt from attendance and from the examination in Part III., and who have obtained in each of Parts I. and II. of their courses 40 per cent. of the marks for each subject, and 60 per cent. of the aggregate of marks.

2. INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, valid for two years, to students in the General or First Advanced Courses who have attended regularly and who have obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III.

3. INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of one of the regular Courses and who have obtained 60 per cent. of the marks assigned to the Special Course or Courses of their department.

(b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned to the paper or papers in the Special Course of their departments.

4. PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

II. SPECIAL CASES of Candidates Exempt from Attendance.

(a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First Class Public School Certificates, by passing at one examination and with the prescribed percentages in the special Public School subjects of the General Course and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(b) Teachers who hold First Class Public School or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' standing, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed for such certificates.

(c) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience (all in Canada and, at least one-half in Ontario) from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General or First Advanced Course, taking Parts I. and II. together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Permanent First Class Public School certificates, and Interim High School Assistants' certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Unsuccessful candidates who have attended a Session in any Course, and who, of the aggregate of the marks for the term's work and final examinations have obtained at least 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II. and at least 55 per cent. of the aggregate of the marks for each of said Parts, may write at the examinations for Interim First Class Public School or High School Assistants' Certificates without taking the session over again or being required to take again the Part or Parts in which they have already passed.

III. VALUES OF CERTIFICATES.

(a) An Interim Second Class Public School Certificate shall entitle the holder to teach in a Public School.

An Interim First Class Public School Certificate shall entitle the holder to teach as Principal or Assistant in a Public School, or as Assistant in a Continuation School.

An Interim High School Assistant's Certificate which shall not issue until the candidate is 21 years of age, shall entitle the holder to teach, as assistant, in a High School or a Continuation School.

Interim High School and First Class Public School Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

(b) After at least two years of successful experience as a teacher in a Public or Separate School, the holder of an Interim First or Second Class Public School Teacher's Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First or Second Class Public School teacher, provided, however, that he is then 21 years of age.

(c) After at least two years of successful experience as a teacher subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate, ordinary or specialist, shall, on the report of the last visiting Inspector, be entitled to a permanent certificate of the same grade. In the case of a specialist he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(d) A graduate in Arts of any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DETAILS OF COURSES.

The bibliographies given below are merely *suggestive*. No text-books are *required*. The first book mentioned under each subject is to be preferred. All bibliographies under Methods are intended to include the text-books authorized for use in the Public and High Schools of Ontario.

PART I.

HISTORY OF EDUCATION, AND EDUCATIONAL SYSTEMS.

Throughout these courses attention will be given to the social conditions and ideals from which the educational theories and practices arose. As a part of national development education will be studied in its relationships and not as an isolated phenomenon.

General Course:—Evolution of education in primitive society. Oriental education. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Education in Charlemagne's empire and in England and Ireland. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Petrarch, Vittorino da Feltre, Erasmus, Elyot, Ascham, and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Montaigne, by Mulcaster, Milton, and Locke, and by Bacon and Comenius. Education according to nature. Development of the new ideal in Rousseau, and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Froebel. The scientific and sociological ideals as represented by Spencer and modern theorists. The development of public education in Germany, Great Britain, France, the United States, and Ontario. Present day tendencies in education.

References:—Monroe. A Brief Course in the History of Education.
Munro. The Educational Ideal.
Adamson. Pioneers of Education.
Laurie. Educational Opinion since the Renaissance.

Advanced Course:—The General Course repeated, with a detailed study of special periods.

References:—Monroe. A Brief Course in the History of Education.
 Monroe. Text-book in the History of Education.
 Graves. History of Education (2 vols.).
 Freeman. Schools of Hellas.
 Wilkins. Roman Education.
 Adamson. Pioneers of Education.
 Roberts. Education in the Nineteenth Century.
 Woodward. Vittorino da Feltre and other Humanist Educators.
 Laurie. John Amos Comenius.
 Davidson. Rousseau and Education according to Nature.
 Pinloche. Pestalozzi and the Modern Elementary School.
 De Garmo. Herbart and the Herbartians.
 Hughes. Froebel's Educational Laws for all Teachers.
 Hughes. The Making of Citizens.
 Paulsen. German Education.

PRINCIPLES OF EDUCATION.

General Course:—(1) A course of lectures dealing in the main with the following topics:—

Introduction.—The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

Physical Aspects of Education.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education, its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

Mental Aspects of Education.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

Moral Aspects of Education.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

Social and Vocational Aspects of Education.

Liberal and applied education as supplementary to each other; place of industrial education in the educational system; relation of constructive work and manual activities to mental attitudes of children and to community life. Law, government, and social requirements as elements in education.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Thoughts on Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society.

References:—Raymont. Principles of Education.
Henderson. Principles of Education.
Horne. Psychological Principles of Education.
Giddings. Elements of Sociology.
Dewey. School and Society. The Child and the Curriculum.
Scott. Social Education.

Advanced Course:—

1. Lectures of a more advanced character upon the topics detailed in Part I. of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

References:—Those of the General Course, and in addition:
Mackenzie. Social Philosophy.
Dewey. The School and the Child. The Educational Situation. Moral Principles in Education.

PSYCHOLOGY AND GENERAL METHOD.

General Course:—Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and Reasoning. Feeling and Emotions. Interest. Habit. Will. Character. Motor Activity. Curiosity. Suggestion and Imitation. Heredity and Environment. Adolescence and Child Study. Meaning of Instruction. Instruction and Education. Psychologic Foundations of Method. General Principles. Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

Advanced Course:—Lectures of a more advanced character upon the topics of the General Course as outlined above with a study of special problems in Education.

References:—Titchener. *Primer of Psychology*.
Angell. *Psychology*.
James. *Talks to Teachers on Psychology*.
Kirkpatrick. *Fundamentals of Child Study*.
Thorndike. *Principles of Teaching*.
Bagley. *The Educative Process*.
McMurry. *Method of the Recitation*.
Findlay. *Principles of Class Teaching*.
Münsterberg. *Psychology and the Teacher*.
Horne. *Psychological Principles*.
Thorndike. *Elements of Psychology*.

SCHOOL MANAGEMENT AND SCHOOL LAW.

The discussion of each topic in School Management will include a statement of the School Law and the Regulations of Ontario pertinent thereto.

1. *Education*, a necessity of civilization. Relation of state and individual. Idea of service and privilege. Right of the individual to education. Right of community in the individual's capacity.

2. *The School*, an organized agency for a definite purpose. School administration: types of schools. Elements of the school: pupils, teacher, curriculum, appliances including text-books, building, apparatus.

3. *School Administration*—forms of educational control; executive and legislative functions of Department of Education, school boards, inspectors and other school officers; relation of principal to teacher and of teachers to parents, trustees, and caretakers; financial support; business administration.

4. *Types of Schools*—functions of each type; primary, secondary, higher education; continuation schools; commercial, industrial, agricultural, or technical schools; evening classes; schools for defectives and delinquents. Co-operation of schools with other educational agencies.

5. *The Pupil*—Variability at different ages. Characteristics of these periods of life. Educational means available at each period. Treatment of pupils; incentives and appeals that may be used. What the pupil may gain from the school. Privileges and duties of pupils.

6. *The Teacher*—Certificates and qualifications; sense of responsibility, capacity for growth, belief in his profession and in himself, scholarship, professional attainments, personality. Work highly technical and requiring expert knowledge and skill. Duties of teachers.

7. *Class Management*.—Advantages and disadvantages of group teaching. Basis of grouping. Limits of groups. Management of class in regard to interest, self-activity, concentration of effort, recitation, keeping members at similar work. Some principles of good teaching. Varied exercises. Questioning. Drill. Answers and their treatment.

8. *Lesson*.—Kinds of lessons; teaching lesson, recitation lesson, drill lesson. Combination of these kinds. Characteristics of each kind.

9. *The Curriculum*. Its purpose and elements. Relation of subject to age of pupil, to social ideals, and to each other.

10. *Text-books*.—Their purpose. Limitations. Uses and abuses of text-books. Their authorization.

11. *The Art of Study*.—How taught. Its relation to habit, knowledge and capacity. Home-work, its quantity and character.

12. *Oral and Written Exercises*.—purpose and value of each; examinations, their kinds, purpose, value; good and bad applications of examination. How evils of examinations may be reduced.

13. *School Organization*. Time-tables and daily programmes for various types of public and high schools.

14. *Special Problems of the School*.—grading pupils, promotions, care of backward pupils.

15. *Physical Training*.—School hygiene.

16. *School Discipline*.

17. *Buildings and Appliances*.—Sanitation of buildings, lighting, warming, seating, ventilating; classroom decoration; fittings, furnishings and apparatus.

18. *School Library*.—Use by pupils and others; reference books.

19. *School yard and surroundings*.

References.—Bagley. *Class Room Management*.

Landon. *Principles and Practice of Teaching and School Management*.

The School Law and Regulations of Ontario.

Shaw. *School Hygiene*.

SPECIAL METHODS.

Each course in Methods will include an academic review of the subject as defined in the curricula of the Department of Education together with a discussion of methods of instruction in the subject.

SPECIAL METHODS IN PUBLIC SCHOOL SUBJECTS.

For the details of courses in certain Public School subjects not mentioned under this heading, reference should be made to the subjects in Part II. For the details of courses in the subjects of Fifth Classes and Continuation Schools, reference should be made to the High School subjects defined below.

Language and Composition.—The importance of language training.

Oral and written composition; their relation; how habits of speaking and writing good English are formed.

Methods in oral and written composition; oral exercises as a means of obtaining free natural expression; principles governing criticism; relation of grammar to composition; the principles to be kept in view in conducting exercises in written composition; value of topical outlines; method of correcting compositions.

Mechanics of written composition; sentence and paragraph structure; paragraph compositions; punctuation marks; etc.

Materials for oral and written composition; principles governing the choice of topics in the different grades; outline of suitable material for different grades.

References.—Chubb. Teaching of English.

Bates. Talks on the Writing of English.

Spelling.—Scope of Spelling.

Methods in Spelling: An examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Materials for spelling: principles of selection of material for spelling.

Literature.—The aims in teaching literature.

The nature and elements of literature.

Selection of subject-matter for literature lessons: qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections. Supplementary reading: use of library.

Methods in teaching literature.

Lesson procedure: teacher's preparation; pupil's preparation; total meanings grasped first; analysis of these; final reading.

References.—Chubb. Teaching of English.

McMurry. Special Method in Reading of English Classics.

Grammar.—The topics to be discussed here are to be found in the prescription of work in Grammar as a High School subject.

Arithmetic.—The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic: analysis and synthesis; induction and deduction; graphic methods; use of concrete material, text-books and apparatus; importance of training in, and devices to secure neatness, accuracy and speed in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic. Other topics are to be found under arithmetic as a High School subject.

References.—McMurry. Special Method in Arithmetic.

History.—The topics to be discussed here are to be found in the prescription of work in history as a High School subject.

Geography.—Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects: home geography observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

References.—See under Geography as a High School subject.

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH.

(a) *Grammar.*—The purpose of teaching grammar. Recognition of correct forms of speech; the principles underlying their use. Difficulties of overcoming the use of incorrect forms acquired outside of school. Value of analysis of sentences and of the study of the functions and relations of words. Consideration of the courses in grammar in Elementary and Secondary Schools. What work should be covered in the first year in the Lower School? Necessity of securing variety. Work covered in the second year. Use of a text-book in grammar. The advantages and limitations of the inductive method in teaching grammar in the Secondary School.

(b) *Composition.*—Composition presupposes thought and feeling to be expressed and someone for whom expressed. Value of composition to the individual in defining his own thought. Greater social value. This social factor demands clearness and effectiveness of style. Varieties of composition: (1) written composition, including the formal essay, class exercises, and correspondence, (2) oral composition, including speeches and debates.

(1) *Written Composition*.—The formal essay. Subjects suited to the age and experience of the pupil. Different interests of pupils. Writing of the essay. How often written. In school or at home? Use of composition books. Collection of essays. Planning the essay. Preliminary discussion. Value of formal plans. Marking of essays. System of signs used in marking errors. Teacher's general criticisms. Re-writing of essays. Discussion of errors in class. Different types of errors. Value of individual work. Self-criticism by pupil.

The development of style. Importance of choosing the best line of treatment. Selection of subject-matter. Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the quality and range of the pupil's general reading upon his style.

Class exercises. Aim to give the pupil command over the elements of form and expression. Varieties of class work. Use of a text-book. Methods of dealing with exercises.

Correspondence.

(2) *Oral Composition*.—How oral composition differs from written composition with respect to subject-matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner, form of speech, vocal control. How to conduct an oral composition lesson.

(c) *Spelling*.—Causes of incorrect spelling. Necessity for teaching underlying principles. Importance of a knowledge of derivation. Value of rules.

(d) *Literature*.—Literature in the Secondary School. Purpose of teaching literature. Literature defined as essentially (a) artistic; (b) an expression of the ideal; (c) a reflection of life.

The emotional element in poetry. The poet as an ethical teacher. Free range of the imagination of the poet. The importance of the artistic element in poetry. The language of poetry. Principles governing the selection of material. Selections suitable for literature in the Lower School. List of books for supplementary reading. Complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library. The selection of books for the school library. Relations with the Public Library.

Methods of teaching literature. The extensive and the intensive study of literature compared. The introduction to the lesson. Difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature. The preliminary reading of the selection. The place of explanation of words and phrases. The importance of the teacher's ability to read well. Oral reading by the pupils, after study.

Memorization. The value of oral and written reproduction. Examinations in literature.

Methods of dealing with supplementary reading. Means of testing the pupils' outside reading.

(e) *Oral Reading*.—Methods of teaching reading. Attention to the principles of vocal expression, time; pitch; quality; force. The place and limitations of imitative reading. Class procedure. Relative values of prose and poetry as material for the lesson in reading.

References.—Carpenter, Baker and Scott. *The Teaching of English*.
Chubb. *The Teaching of English*.

HISTORY.

The scope and nature of the subject-matter; the choice of materials for school use; what facts are of most worth.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The method of teaching; the lecture method; the Socratic method; "cause and effect" in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics.

The correlation of history with geography; with literature and composition; supplementary reading in history; the historical novel; school societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of references; pictures and lantern slides.

The study of current events and present conditions in our own and foreign lands; analogies with events and conditions of the past.

References.—Bourne. *The Teaching of History and Civics*.
The Committee of Seven. *The Study of History in Schools*.

GEOGRAPHY.

Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

The High School Course will be dealt with academically and the best methods considered. Special stress will be put on the use of experimentation and observation.

References.—Chisholm. *Handbook of Commercial Geography*.
Mill. *International Geography*.
Salisbury. *Physiography*.
Geikie. *The Teaching of Geography*.

MATHEMATICS.

Arithmetic: Its value and scope; its relation to the other subjects on the curriculum; the origin of number: the various steps involved in the development of the number concept; number pictures; number, symbols; the unit, its nature and use; the necessity for standard units; number a ratio; the Grube method, its merits and its defects; the fundamental processes and their relations; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place and treatment of mental arithmetic; the value of problems; the essentials of proper solutions; interest in problems for which the pupils themselves furnish the materials; problems depending upon local statistics; where and how to assist pupils; the unitary method, its merits and limitations; the fraction, considered as a quotient and as equal parts of a unit; development of the rules of fractions; decimals, as special fractions and as complements of common notation; approximate results; percentage and its applications to commercial arithmetic; value of tables; mensuration, the application of arithmetic to space relations; theoretical and practical methods; the necessity for the use of models; square root.

Algebra.—Arithmetical Algebra: Transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; surds and imaginary quantities; quadratic equations; method of dealing with problems and the object to be kept in view in their solution; correlation of algebra and geometry; graphical methods of illustrating formulæ and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.—Practical geometry to precede the theoretical: use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; the proposition, what should be done in the class and what at home; the analytic—synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing; exercise of invention; the place and importance of exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

References:—McLellan & Dewey. The Psychology of Number.

Smith. The Teaching of Elementary Mathematics; The Teaching of Geometry.

Young. The Teaching of Mathematics.

Fink. A Brief History of Mathematics.

CLASSICS.

Latin.—Pronunciation: exercises in oral reading from Caesar and Virgil, Vocabulary: its nature and extent. The importance of repetition, correlation with English, and arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary. Various other devices.

Inflection: introductory lessons. The arrangements under types. Hints on the teaching of various lessons such as on the Third Declension of nouns, on adjectives and on verb forms.

Syntax: the teaching of syntax in connection with the translation of English sentences into Latin. The mode of treating it in connection with passages of authors read. Hints on the teaching of various lessons such as on the gerundive and gerund, conditional sentences, time clauses, indirect discourse and the like.

Translation and kindred topics. The object of the course in translation. The difference between reading and translating; the stage at which reading and translating should begin; the choice and use of material for early reading in text-books and supplementary reading-books; a method for reading at sight; hints for the teaching of translation lessons in Caesar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering; the use of 'keys'; treatment of topics of grammar, history, archaeology and the like arising naturally from the context; use of charts and other forms of illustration; special consideration of the translating of Virgil; introductory lessons in Virgil; hints on the teaching of various passages; the metre of the Aeneid; memorization of typical selections.

Greek.—Aims and methods in teaching Greek; the importance of reading and translation; oral work in Greek teaching; pronunciation and accents; discussion of important lessons in White's First Greek book; the order of the lessons; method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.—Discussion of the merits of the best books for the teacher's library in Latin and Greek.

References:—Bennett and Bristol. The Teaching of Latin and Greek.

Johnston, H. W. Pamphlets on the Teaching of Caesar and Virgil.

Hale. Pamphlets on the Art of Reading.

Articles in the "Classical Journal."

MODERN LANGUAGES.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct Method. Pronunciation and oral work indispensable.

Phonetics: Practical course in Phonetics. Use of phonetic charts. Teaching by visualization.

Elementary Classes: How to conduct them without a text-book. Oral work combined with study of phonetics. Conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correcting of errors. Length of lesson. Aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material supplied by the teacher. How to acquire a vocabulary.

Grammar: Inductive teaching. Value of grammatical rules. Repetition. Use of Mnemonics. Deductive Method. Special illustrative lessons on essentials of French and German Grammar. Importance of the Verb. How to conduct a profitable drill.

Translation: When to introduce it. Dangers to be avoided. Transliteration and Translation. Various methods of conducting recitations. How to use the Reader. Cultivation of the literary taste. Reading of the text aloud in French or German by the teacher and by the pupil.

Composition: Based on models. Oral drill on the Reader. Translation from English. Free reproduction. Original themes and exercises. Writing of letters. Methods of correction. How to use a vocabulary and dictionary.

References:—Heath & Co. Report of the Committee of Twelve.

Heath & Co. Methods of Teaching Modern Languages.

Jespersen. How to Teach a Foreign Language.

Savory & Jones. Sounds of the French Language.

Bahlsen. Teaching of Modern Languages.

Brebnér. Method of Teaching Modern Languages in Germany.

Didot. La Méthode directe dans l'enseignement des langues.

Sweet. Practical Study of Languages.

Dumville. French Pronunciation.

Rippmann. Elements of Phonetics.

Breul. Teaching of Modern Languages.

SCIENCE.

The course in Science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under Elementary Science. Laboratory equipment. Methods of demonstration. Use of technical terms. Theories, facts, scientific laws. Text-books and reference books in Science.

Chemistry: Order of treatment: introductory work; chemical laws and theories; valency; formulae and equations; qualitative and quantitative experiments; chemical arithmetic.

Physics: methods in Heat, Light, Sound, Magnetism, Electricity, and Mechanics.

Biology: Methods of treatment. Dissection. Experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy: Purpose of High School Mineralogy. Its relation to Geography and Chemistry. Method of treatment of physical properties of minerals. Economic importance of minerals and rocks of Ontario. Familiarity with common rocks and minerals.

References:—Lloyd & Bigelow. Teaching of Biology.

Smith & Hall. Teaching of Physics and Chemistry.

Ganong. The Teaching Botanist.

PART II.

While the same general purposes direct the courses in the subjects of both Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

Art Work.—Freehand Drawing: how to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, type solids and objects based on them; the principles of freehand perspective; grouping of objects; simple landscapes from nature and imagination; illustration of games, etc.; pose drawing.

Blackboard Drawing: the use of white, black and coloured crayons on the blackboard and paper; rapid sketches to aid in teaching other subjects.

Water Colours: theory of colour; the solar spectrum; the six standard colours, hues, tints and shades; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values and sepia, of common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: conventionalization of natural forms. Surface patterns, borders, Christmas cards, programmes, book covers, calendars; lettering. Geometric figures and their applications.

How to study a picture; the critical study of a few master-pieces of painting.

References:—Prang's Text-Books of Art Education.

Prang's Art Education for High Schools.

Atkinson, Mentzner & Grover. Applied Arts Drawing Books.

Poor. How to Draw.

Practical Drawing: Arts and Crafts Course, 8 parts.

Batchelder. The Principles of Design.

Holland. Design for Schools.

Cross. Colour Theory.

Cross. Light and Shade.

Commercial Work with Writing:—(a) Business Papers; Receipts, promissory notes, drafts, orders, cheques, bank drafts, bills of goods, invoices, endorsement and acceptance and consequent liability.

Bookkeeping: Double and Single Entry. Changing from Single to Double Entry.

References:—The Public and High School text-books and Manuals.

(b) Writing: correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding: Position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling: value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The Course will include practical exercises in handwriting.

References:—The Public and High School text-books and Manuals.

Constructive Work and Manual Training:—The nature and scope of Constructive Work. Its educational and practical values; its correlation with other subjects; exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of hand-work.

A practical course based on the following outline, with concurrent instruction in methods.

Typical forms of constructive work adapted to the capacities of children in the lower grades.

Modelling in clay or plasticine: materials and how they are kept; modelling natural forms.

Cardboard work suitable for the higher grades of the Public School.

Mechanical drawing and freehand sketching; plans and blue-prints.

Woodwork; The workshop, tools and materials, keeping tools in order; a short course in bench-work; designing.

References:—Gilman and Williams. Seat Work and Industrial Occupations.

Kidner. Educational Handwork.

Row. Educational Meaning of Manual Arts and Industries.

Elementary Science.—Meaning of Science and scientific method. Educational value of science. Experimental work, how conducted, how re-

corded. Manipulation. Glass working. Making of simple apparatus. Simple chemical operations as filtration, solution, evaporation, precipitation. More advanced treatment of topics in Nature Study. Methods in special topics of Biology and Physics of Lower School. Elementary textbooks.

References:—Gregory & Simmons. Lessons in Science.
 Gregory & Hadley. Class-book in Physics.
 Bailey & Coleman. First Course in Biology.

Household Science.—A brief course of lectures with laboratory work.

This course includes a study of the following topics; the value of Household Science in the home, and the elementary school; its effect upon the community as it deals with common evils such as ignorance of food production and manufacture, with cooking processes, and with means of avoiding waste, &c.; house construction from the housekeeper's standpoint; disposal of sewage in a country home; the furnishing of the house, floor and wall treatment, kitchen equipment; the function of art in common life; the food principles; selection and preparation of foods; dietetics; home nursing; laundering.

References:—Wilson. Handbook of Domestic Science and Household Art.
 Hutchinson. Food and Dietetics.
 Snyder. Human Foods.
 American School of House Economics, Chicago. Library of Home Economics.

Music.—The Course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils.

The Course will include:

Tune: All intervals of the Major Diatonic Scale, both from Tonic Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these, in simple and compound duple, quadruple and triple times. All the above in both Tonic Sol-Fa and Staff Notations.

Ear-training, in Time and Tune: Recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

Voice Training: Breath-control, tone-production, blending of the registers and general training for quality, range and flexibility.

Sight Singing: Singing from pointing on modulator or staff; singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: School songs in one or two parts, with special attention to accent, enunciation, phrasing, quality of tone and expression.

Physiology: anatomy of lungs, larynx, and resonating cavities; various methods of breathing, action of vocal chords in production of tone, and influence of resonating cavities upon quality; care of voice in speaking and singing.

Methods: Teachers-in-training will be instructed in the grading of school music to suit the development of the pupils and in methods of teaching both systems.

References:—Educational Music Course, Teacher's Edition.

Teacher's Hand-book of Tonic Sol-Fa System.

Nature Study.—Distinction from science. Purpose. Suitable materials. Methods with detailed treatment of typical topics from public school curriculum as flowering plants, insects, birds, domestic animals etc. Experimental work on functions and habits of animals and plants. Experimental treatment of common things as soap, salt, water, air, milk, soil, candle flame, etc. Discussion of special topics such as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References.—Scott. Nature Study and the Child.

Hodge. Nature Study and Life.

Physical Training.—The Course will include:

Exercises for heart and lungs: deep breathing, running, hopping, rapid walking, "chopping" (with dumb-bells or freehand), etc.

Exercises for digestive organs: circlings, lateral movements of trunk, "diving," etc., (with wands, dumb-bells or freehand).

Corrective exercises: exercises for overcoming certain deformities or lack of symmetry.

Balance Exercises: exercises for promoting a graceful and well-balanced carriage and co-ordination of muscles.

Military Drill: the elements of squad and company drill; turning, marching, stepping, forming fours, etc., the formation of classes in position for physical drill.

Games and Gymnastics: both indoor and outdoor.

Treatment of Emergencies: First aid in fractures, dislocations and sprains, drowning, suffocation and fainting, cuts and hemorrhage, and other accidents or emergencies.

Muscular Development: action of the muscles. Exercises for the systematic development, with or without apparatus, of neck, trunk, arms and legs.

Physiology and Hygiene: personal hygiene. Emergencies. Uses and care of organs of body.

References.—Barton. Physical Training.

Army Manual of Physical Training.

Roberts. A Handbook of Free Standing Gymnastics.

- Gulick. Hygiene Series.
 Martin. The Human Body.
 Allen. Civics and Health.
 Strathcona Trust, Physical Exercises for Schools.

Reading.—Scope of Reading: its correlation with other subjects; importance of training in reading; the pupils' previous preparation.

The processes involved in reading: the relation of ideas to symbols; the associations of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought.

Forms of reading; methods in reading: examination of the various methods of teaching beginners to read; devices for securing rapid word recognition and expressive reading; change in purpose and methods of reading as determined by the development of the pupil's experience and powers: the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References:—Cullen. Steps in the Phonic System.

Clark. How to Teach Reading in the Public Schools.

Department of Education. The Manual in Primary Reading.

SEMINARS.

The seminars, each of which is a professional course of one hour per week throughout the session, include lectures, readings, reports, and discussions.

Seminars are offered in the following subjects: History of Education, Principles of Education, Classics, Mathematics, English and History, Science, and Modern Languages.

COURSES FOR SPECIALISTS.

The examinations for Specialists will test, not only the candidates' skill in teaching and their familiarity with methods of instruction, but also and in particular their knowledge of the academic work of their departments.

The topics to be discussed in the Courses for Specialists follow:

English and History:—(a) The course in English for candidates for specialist certificates, will include the following:—

A review of the work in English Grammar, Composition, and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the Course in English throughout the various Forms of the High School. A detailed study of the methods of class room procedure in the teaching of English and problems arising therefrom.

References:—Carpenter, Baker & Scott. The Teaching of English.

Chubb. The Teaching of English.

(b) The work for Specialists in History will include, (i) a study of particular periods of the prescribed History. (ii) Discussion of courses in History adapted for students of various ages, and of corresponding methods of teaching.

References:—Allen. The Place of History in Education.
Keatinge. Studies in the Teaching of History.
Jäger. The Teaching of History.
Langlois & Seignobos. Introduction to the Study of History.

Mathematics.—In this course will be discussed methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more matured minds, etc.

References:—McLellan & Dewey. The Psychology of Number.
Smith. The Teaching of Elementary Mathematics.
Young. The Teaching of Mathematics.
Fink. A Brief History of Mathematics.

Classics.—The course in translation for Specialists includes an intensive study of methods with their application to the teaching of the authors read in the Upper School, such as Horace, Cicero and Homer. The course in grammar and composition for Specialists includes these topics: the object and extent of the teaching of grammar and composition in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous prose selections; typical composition lessons oral and written.

References:—Bennet and Bristol. The Teaching of Latin and Greek.
Johnston. Pamphlets on the Teaching of Caesar and Virgil.
Hale. Pamphlets on the Art of Reading.
Articles in the "Classical Journal."

Modern Languages:—This course will lay special stress upon the teaching of Phonetics, the Direct Method in the class room, a study of French and German life, customs, and institutions, use of wall pictures, composition and reproduction work.

References:—Heath & Co. Report of the Committee of Twelve.
Heath & Co. Methods of Teaching Modern Languages.
Jespersen. How to Teach a Foreign Language.
Savory & Jones. Sounds of the French Language.

- Bahlsen. Teaching of Modern Languages.
Brebner. Method of Teaching Modern Languages in Germany.
Sweet. Practical Study of Languages.
Dumville. French Pronunciation.
Rippmann. Elements of Phonetics.
Breul. Teaching of Modern Languages.

Science:—Relation of Science to other subjects. Chief educational values of Science. Scientific periodicals and books. Lantern projection. Photography. Making of lantern slides. Laboratory furniture. Examination of and practice in use of the apparatus used in High Schools. Discussion of special topics in relation to High School curriculum.

- References*:—Pearson. Grammar of Science.
Newth. Chemical Lecture Experiments.
Kerner. Natural History of Plants.

COURSE FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; the development of the pupil rather than of his intellect or of the subject taught; the development of capacity as an aim of school work; the use of interests and natural tendencies for educational ends; moral and aesthetic training; the industrial aspects of school work; education for urban and rural life; medical inspection and care of physical welfare; use of examinations.

Modern Educational Systems: A comparative view of the educational systems of Great Britain, Germany, France, and United States.

Suggested References:—Ontario Agricultural College, Nature Study Leaflets.
 Bailey, The Nature Study Idea.
 Burrage & Bailey. School Sanitation and Decoration.
 Dean. The Worker and the State.
 De Garmo. Education and Interest.
 Dewey. The Educational Situation. School and Society.
 Dutton and Snedden. School Administration.
 Kern. Among Country Schools.
 Seath. Education for Industrial Purposes.
 Snedden. Vocational Education.
 Scott. Social Education.
 Shaw. School Hygiene.
 Balfour. Educational Systems of Great Britain and Ireland.
 Paulsen. German Education.
 Hughes. Making of Citizens.
 Dexter. History of Education in United States.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the High Schools Act, the Truancy Act, Department of Education Act, the Schools Sites Act and the Regulations of the Education Department and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of competency to instruct and to supervise instruction in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in Education while they have also become more professional in purpose; and the examinations have been divided into sections to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B.Paed. or D.Paed. from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from any University in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass an examination in the History of Philosophy and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education, in the Science of Education, and in the History and Criticism of Educational Systems.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination and shall write such essays and exercises as may be prescribed. The fee for registration is \$10. The fee for extra-mural assistance (if required) shall be \$5 for each section.

5. The examination shall be held in December at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each Section, if taken separately, \$8. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each Section (A or B) may be taken and will be examined on separately. The standard for a Pass degree shall be 50 per cent. of the marks assigned to each Section. The candidate who obtains 50 per cent. of the marks of each Section and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 50 per cent. of the marks of each Section and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory, they are suggestive only.)

SECTION A.

History of Philosophy and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Cushman. History of Philosophy for Beginners.

Muirhead. Chapters from Aristotle's Ethics.

Watson. Hedonistic Theories.

Descartes. Method and Meditations (Veitch).

J. S. Mill. Utilitarianism.

Münsterberg. Psychology and the Teacher.

Wundt. Outlines of Psychology.

Titchener. Outlines of Psychology.

King. Psychology of Child Development.

Mackenzie. Manual of Ethics.

Giddings. Elements of Sociology.

SECTION B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Spencer. Education.

Scott. Social Education.

Hall. Youth.

Earhart. Study and Teaching Children to Study.

Tyler. Growth and Education.

DeGarmo. Principles of Secondary Education.

Graves. History of Education (2 vols.)

Dean. The Worker and the State.

Snedden. Vocational Education.

Monroe. Text-book in the History of Education.

Rowe. Habit Formation.

Candidates are recommended to read such additional works on the great modern educators (Comenius, Erasmus, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, etc.) as may be necessary to ensure an intelligent conception of their place and importance in the history of education.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions—

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions and a first class or High School assistant's certificate or its equivalent, with (a) honours in a Special Course or (b) a Provincial certificate as specialist, or (c) the degree of B. Paed.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination, and he shall write such essays and exercises as may be prescribed. The fee for registration is \$10. The fee for extra-mural assistance (if required) is \$5 for each section of the Course.

4. The candidate shall pass an examination in (a) the History of Philosophy and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education (b) in the Science of Education and in the History and Criticism of Modern Educational Systems, with special reference to Ontario. He shall also submit on or before November 1st a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in sections, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each section, when taken separately \$8. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

SECTION A.

History of Philosophy and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Adamson. Development of Greek Philosophy.

Plato. Republic.

Kant. Watson's Selections.

Watson. Kant Explained.

- Wundt. Physiological Psychology.
 Rand. Modern Classical Philosophers (omit pp. 486-672).
 Seashore. Elementary Experiments in Psychology.
 Hobhouse. Mind in Evolution.
 James. Principles of Psychology.
 Bosanquet. Philosophical Theory of the State.
 Ward. Applied Sociology.

SECTION B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

- References:*—Harris. Psychological Foundations of Education.
 Keatinge. Suggestion in Education.
 Herbart. Outlines of Educational Doctrine. (Lange and De Garmo).
 Locke. Conduct of the Human Understanding. Thoughts on Education.
 Rousseau. Emile.
 Comenius. The Great Didactic.
 Pestalozzi. How Gertrude Teaches her Children.
 Drummond. Introduction to Child Study.
 Froebel. Education of Man.
 Compayré. Spencer.
 Dewey. Interest and Effort in Education. Ethical Principles underlying Education.
 Balfour. Educational Systems of Great Britain and Ireland.
 Hughes. Making of Citizens.
 Russell. German Higher Schools.
 Farrington. Education in France.
 Dexter. History of Education in United States.
 Coleman. Education in Upper Canada.
 Brown. The Making of our Middle Schools.

Candidates are recommended to read the educational works or theories of Bacon, Comenius, Locke, the Jesuits, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, and Horace Mann, so far as to ensure an adequate knowledge of the development of modern educational theory. They will be expected, moreover, to make themselves familiar with the development and present conditions of educational practice in Great Britain, Germany, France, United States, and Canada, and with contemporary movements and tendencies in education by means of standard works and current educational literature.

THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO
COURSES OFFERED BY THE FACULTY OF EDUCATION.

The examinations for First Class Public School and High School Assistant Certificates may be taken in May of each year. Candidates who hold Second Class certificates and have taught successfully for five years are exempt from attendance in the Faculty of Education. Candidates who have attended and taken the Practical Examinations of the Normal College or (under certain conditions) of the Faculty of Education are also exempt from attendance. For all candidates so exempt and for others who desire the training, Courses of instruction are offered in the Summer Session. While the lectures in these courses are limited to specified subjects, it is intended that the work in education should include instruction and guidance in all subjects of the May examinations.

The courses in Art and Commercial Work are complex in character and are so arranged as to meet the requirements of the First Class Public School and High School Assistant examinations and of the Commercial Specialist and Art Specialist examinations, and to meet in particular the demands that arise out of the recent regulations as to High and Continuation Schools.

While the course in Physical Training covers the work prescribed for First Class Public School and High School Assistant Certificates it is offered primarily in response to recent tendencies in school practice.

In the Summer Session of 1912 courses were offered in the following subjects: Commercial Work, Art, and Physical Training.

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Gibson, A. R.....	Red Deer, Alta.	Moshier, D. D.....	Toronto.
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The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1913-1914

UNIVERSITY PRESS
TORONTO

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1913-1914

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1913		CALENDAR				1913	
JANUARY		FEBRUARY		MARCH		APRIL	
Sun. . .	5 12 19 26	Sun. . .	2 9 16 23	Sun. . .	2 9 16 23 30	Sun. . .	6 13 20 27
Mon. . .	6 13 20 27	Mon. . .	3 10 17 24	Mon. . .	3 10 17 24 31	Mon. . .	7 14 21 28
Tues. . .	7 14 21 28	Tues. . .	4 11 18 25	Tues. . .	4 11 18 25 ..	Tues. . .	1 8 15 22 29
Wed. . .	1 8 15 22 29	Wed. . .	5 12 19 26	Wed. . .	5 12 19 26 ..	Wed. . .	2 9 16 23 30
Thur. . .	2 9 16 23 30	Thurs. . .	6 13 20 27	Thur. . .	6 13 20 27 ..	Thur. . .	3 10 17 24 ..
Fri. . .	3 10 17 24 31	Fri. . .	7 14 21 28	Fri. . .	7 14 21 28 ..	Fri. . .	4 11 18 25 ..
Sat. . .	4 11 18 25 ..	Sat. . .	1 8 15 22 ..	Sat. . .	1 8 15 22 29 ..	Sat. . .	5 12 19 26 ..

MAY		JUNE		JULY		AUGUST	
Sun. . .	4 11 18 25	Sun. . .	1 8 15 22 29	Sun. . .	6 13 20 27	Sun. . .	3 10 17 24 31
Mon. . .	5 12 19 26	Mon. . .	2 9 16 23 30	Mon. . .	7 14 21 28	Mon. . .	4 11 18 25 ..
Tues. . .	6 13 20 27	Tues. . .	3 10 17 24 ..	Tues. . .	1 8 15 22 29	Tues. . .	5 12 19 26 ..
Wed. . .	7 14 21 28	Wed. . .	4 11 18 25 ..	Wed. . .	2 9 16 23 30	Wed. . .	6 13 20 27 ..
Thur. . .	1 8 15 22 29	Thur. . .	5 12 19 26 ..	Thur. . .	3 10 17 24 31	Thur. . .	7 14 21 28 ..
Fri. . .	2 9 16 23 30	Fri. . .	6 13 20 27 ..	Fri. . .	4 11 18 25 ..	Fri. . .	1 8 15 22 29 ..
Sat. . .	3 10 17 24 31	Sat. . .	7 14 21 28 ..	Sat. . .	5 12 19 26 ..	Sat. . .	2 9 16 23 30 ..

SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun. . .	7 14 21 28	Sun. . .	5 12 19 26	Sun. . .	2 9 16 23 30	Sun. . .	7 14 21 28
Mon. . .	1 8 15 22 29	Mon. . .	6 13 20 27	Mon. . .	3 10 17 24 ..	Mon. . .	1 8 15 22 29
Tues. . .	2 9 16 23 30	Tues. . .	7 14 21 28	Tues. . .	4 11 18 25 ..	Tues. . .	2 9 16 23 30
Wed. . .	3 10 17 24 ..	Wed. . .	1 8 15 22 29	Wed. . .	5 12 19 26 ..	Wed. . .	3 10 17 24 31
Thur. . .	4 11 18 25 ..	Thur. . .	2 9 16 23 30	Thur. . .	6 13 20 27 ..	Thur. . .	4 11 18 25 ..
Fri. . .	5 12 19 26 ..	Fri. . .	3 10 17 24 31	Fri. . .	7 14 21 28 ..	Fri. . .	5 12 19 26 ..
Sat. . .	6 13 20 27 ..	Sat. . .	4 11 18 25 ..	Sat. . .	1 8 15 22 29 ..	Sat. . .	6 13 20 27 ..

1914		CALENDAR				1914	
JANUARY		FEBRUARY		MARCH		APRIL	
Sun. . .	4 11 18 25	Sun. . .	1 8 15 22	Sun. . .	1 8 15 22 29	Sun. . .	5 12 19 26
Mon. . .	5 12 19 26	Mon. . .	2 9 16 23	Mon. . .	2 9 16 23 30	Mon. . .	6 13 20 27
Tues. . .	6 13 20 27	Tues. . .	3 10 17 24	Tues. . .	3 10 17 24 31	Tues. . .	7 14 21 28
Wed. . .	7 14 21 28	Wed. . .	4 11 18 25	Wed. . .	4 11 18 25 ..	Wed. . .	1 8 15 22 29
Thur. . .	1 8 15 22 29	Thur. . .	5 12 19 26	Thur. . .	5 12 19 26 ..	Thur. . .	2 9 16 23 30
Fri. . .	2 9 16 23 30	Fri. . .	6 13 20 27	Fri. . .	6 13 20 27 ..	Fri. . .	3 10 17 24 ..
Sat. . .	3 10 17 24 31	Sat. . .	7 14 21 28	Sat. . .	7 14 21 28 ..	Sat. . .	4 11 18 25 ..
MAY		JUNE		JULY		AUGUST	
Sun. . .	3 10 17 24 31	Sun. . .	7 14 21 28	Sun. . .	5 12 19 26	Sun. . .	2 9 16 23 30
Mon. . .	4 11 18 25 ..	Mon. . .	1 8 15 22 29	Mon. . .	6 13 20 27	Mon. . .	3 10 17 24 31
Tues. . .	5 12 19 26 ..	Tues. . .	2 9 16 23 30	Tues. . .	7 14 21 28	Tues. . .	4 11 18 25 ..
Wed. . .	6 13 20 27 ..	Wed. . .	3 10 17 24 ..	Wed. . .	1 8 15 22 29	Wed. . .	5 12 19 26 ..
Thur. . .	7 14 21 28 ..	Thur. . .	4 11 18 25 ..	Thur. . .	2 9 16 23 30	Thur. . .	6 13 20 27 ..
Fri. . .	1 8 15 22 29 ..	Fri. . .	5 12 19 26 ..	Fri. . .	3 10 17 24 31	Fri. . .	7 14 21 28 ..
Sat. . .	2 9 16 23 30 ..	Sat. . .	6 13 20 27 ..	Sat. . .	4 11 18 25 ..	Sat. . .	1 8 15 22 29 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun. . .	6 13 20 27	Sun. . .	4 11 18 25	Sun. . .	1 8 15 22 29	Sun. . .	6 13 20 27
Mon. . .	7 14 21 28	Mon. . .	5 12 19 26	Mon. . .	2 9 16 23 30	Mon. . .	7 14 21 28
Tues. . .	1 8 15 22 29	Tues. . .	6 13 20 27	Tues. . .	3 10 17 24 ..	Tues. . .	1 8 15 22 29
Wed. . .	2 9 16 23 30	Wed. . .	7 14 21 28	Wed. . .	4 11 18 25 ..	Wed. . .	2 9 16 23 30
Thur. . .	3 10 17 24 ..	Thur. . .	1 8 15 22 29	Thur. . .	5 12 19 26 ..	Thur. . .	3 10 17 24 31
Fri. . .	4 11 18 25 ..	Fri. . .	2 9 16 23 30	Fri. . .	6 13 20 27 ..	Fri. . .	4 11 18 25 ..
Sat. . .	5 12 19 26 ..	Sat. . .	3 10 17 24 31	Sat. . .	7 14 21 28 ..	Sat. . .	5 12 19 26 ..

CALENDAR, 1913-1914.

1913—July	2.....	Summer Session begins.
Aug.	10.....	Summer Session closes.
Sept.	30.....	Academic Year begins.
Sept.	30.....	Enrolment in classes by the various Professors.
Sept.	30.....	The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Oct.	2.....	Meeting of Council.
Nov.	6.....	Meeting of Council.
Dec.	4.....	Meeting of Council.
Dec.	15-19.....	Term Examinations.
Dec.	19.....	Last day of Lectures. Term ends at 12 noon.
Dec.	19.....	Railway certificates issued at 12 noon.
1914—Jan.	6.....	Easter Term begins.
Jan.	8.....	Meeting of Council.
Feb.	7.....	Meeting of Council.
Mar.	5.....	Meeting of Council.
April	2.....	Meeting of Council.
May	1.....	Annual Examinations in Education begin.
May	5.....	Meeting of Council.
June	5.....	University Commencement.

FACULTY OF EDUCATION.

1913-1914.

President.. ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.*Dean*..... WILLIAM PAKENHAM, B.A.*Secretary*.....

JAMES WARREN BARTON, M.D.,

Instructor in Physical Training.

481 Palmerston Boulevard.

GEORGE NEVILLE BRAMFITT,

Instructor in Music and Assistant Instructor in The University Schools.

428 Bloor Street West.

JOHN OLIVER CARLISLE, B.A.,

Instructor in The University Schools.

25 Shannon Street.

GEORGE ALTON CLINE, B.A.,

Instructor in The University Schools.

350 Huron Street.

PETER SANDIFORD, PH.D.,

Associate Professor of Education.

The University Schools.

FREDERICK ETHBERT COOMBS, M.A.,

Lecturer in Methods in Elementary Subjects, and Chief Instructor in Elementary Subjects in The University Schools.

158 Delaware Avenue.

GEORGE AUGUSTUS CORNISH, B.A.,

Lecturer in Methods in Science, and Chief Instructor in Science in The University Schools.

38 St. Clair Avenue.

HENRY JOB CRAWFORD, B.A.,

Associate-Professor of Education, and Headmaster of The University Schools.

1081 Bloor Street West.

JOHN THOMAS CRAWFORD, B.A.,

Lecturer in Methods in Mathematics, and Chief Instructor in Mathematics in The University Schools.

503 Brunswick Avenue.

WILLIAM JAMES DUNLOP, B.A.,

Instructor in The University Schools.

32 Elgin Avenue.

LUTHER E. EMBREE, LL.D.,

Supervisor of Observation and Practice-Teaching in Jarvis Street Collegiate Institute.

33 Beatty Avenue.

WILLIAM CHAMBERS FERGUSON, B.A.,

Lecturer in Methods in French and German, and Chief Instructor in French and German in The University Schools.

388 Brunswick Avenue.

HORACE ALEXANDER GRAINGER, B.A.,

Instructor in The University Schools.

199 Howland Avenue.

- WILLIAM E. GROVES,
Supervisor of Observation and Practice-Teaching in Ryerson Public School. 36 Albany Avenue.
- DOUGLAS EWART HAMILTON, B.A.,
Instructor in The University Schools. 85 St. George Street.
- JOSEPH A. IRWIN,
Instructor in The University Schools. 60 Grace Street.
- Lecturer in Methods in History, and Chief Instructor in History in The University Schools.*
- JOHN B. WALLACE, B.A.,
Instructor in The University Schools.
- THOMAS M. PORTER,
Instructor in The University Schools. 64 Winchester Street.
- SAMUEL WALTER PERRY, B.A.,
Lecturer in Art and Commercial Work, and Instructor in Art and Commercial Subjects in The University Schools. 138 Wells Street.
- WALTER LAWRENCE CHRISTIE RICHARDSON,
Instructor in The University Schools. 691 Euclid Avenue.
- ALLEN NELSON SCARROW,
Instructor in Manual Training and Assistant Instructor in The University Schools. 150 Delaware Avenue.
- ORLANDO JOHN STEVENSON, M.A., D.PAED.,
Lecturer in Methods in English and Chief Instructor in English in The University Schools. 31 Classic Avenue.
- JAMES G. WORKMAN, B.A.,
Instructor in The University Schools. 26 Yarmouth Gardens.

Members of the Staff of Ryerson School, Toronto, who assist as Critic-teachers:

- Miss Mary Louise Balmer.....15 Dunbar Road.
 Miss Marion Grace Bristol.....64 Howland Avenue.
 Miss Annie E. Cullen.....368 Markham Street.
 Mr. Melvin R. Fydell.....296 Wright Avenue.
 Mr. Frank T. Harry.....146 Grenadier Road.
 Miss J. Cecil Helyar.....503 Ontario Street.
 Miss Etta M. Jolley.....199 Robert Street.
 Miss Kate M. Knowles, B.A.....57 Howland Avenue.
 Miss Kathleen A. Martin.....44 St. James Avenue.
 Miss Adah F. Mitchell.....168 Geoffrey Street.
 Miss Lillian Madelene Starrette.....590 Markham Street.
 Miss Mary Pauline Stephen.....291 Euclid Avenue.
 Mr. Harold J. Vallentyne.....296 Wright Avenue.

Members of the Staff of Jarvis Street Collegiate Institute, who assist as Critic-Teachers:

Mr. C. H. Barnes, B.A.....	403 Carlton Street.
Miss Mary N. Dafoe, B.A.....	251 Major Street.
Mr. Edwin J. Halbert, B.A.....	84 Mavety Street.
Mr. E. A. Hardy, B.A., D.Paed.....	81 Collier Street.
Mr. John Jeffries, B.A.....	200 Geoffrey Street.
Mr. William A. Jennings, B.A.....	59 Thorold Avenue.
Mr. James Keillor, B.A.....	116 Beatrice Street.
Mr. William James Loughheed, M.A....	166 Westminster Avenue.
Mr. C. A. Milburn, B.A.....	91 Willcocks Street.
Mr. William E. Murdoch, B.A.....	56 Garnock Avenue.
Miss Marguerite E. O'Connell, M.A.....	341 Jarvis Street.
Mr. A. M. Patterson, B.A.....	46 Eleanor Avenue.
Mr. H. B. Tapscott, M.A.....	84 Yorkville Avenue.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers, and in particular for Provincial certificates as Inspectors, First-class Public School Teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Science, and Commercial Work. It also offers courses for degrees in Pedagogy.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the teachers-in-training, and model classrooms for observation and practice-teaching. So far as necessary the observation and practice-teaching to be had in these model class-rooms will be supplemented by observation and practice-teaching in city schools in the neighborhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the teacher-in-training may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, the students enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty of Education, University of Toronto, before October 1, and application for examination before April 2. All fees should be paid to the Bursar of the University.

The Seventh Session of the Faculty of Education will open September 30th, 1913, and close May 31st, 1914. The final examinations will be held in May.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from three dollars and fifty cents per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Secretary of the

Young Men's Christian Association of the University, the Lady Superintendent of University College, and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

TERMS OF ADMISSION.

A candidate for admission to the Faculty of Education should make application on a form to be obtained from the Secretary of the Faculty and should submit with this application:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One of the following:

(a) His certificate of graduation in Arts from the Registrar of any University in the British Dominions.

(b) His senior Teacher's Certificate.

(c) His certificate for Entrance into the Faculty of Education.

[NOTE.—No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the Province of Ontario for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to a cancelling of the teacher's certificate.]

COURSES.

(a) The General Course and the First Advanced Course, as the professional courses for an Interim First Class Public School and an Interim High School Assistant's Certificate.

(b) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

(c) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

(e) Courses for Degrees in Pedagogy.

GENERAL COURSE.

The *General Course* may be taken by any student who has complied with the regular terms of admission. It trains for certificates as teachers in Public, Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Methods in the subjects of the Public School Course not included in Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review, from an academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work, with Manual Training (for men), and Household Science (for women) of the Public School Course, and the Reading, Art, Commercial Work (including Writing), Elementary Science, and Physical Training (including Hygiene) of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in Public and High School grades with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods and the Practice Teaching, the equivalent of twenty school lesson-periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this Course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

FIRST ADVANCED COURSE.

The *First Advanced Course* may be taken only by students who are graduates in Arts before the beginning of the Session. It trains for certificates as teachers in Public, Continuation, and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Methods in the subjects of the Public School Course not included under Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review, from the academic standpoint, of the subjects of the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Music, Constructive Work with Manual Training (for men) and Household Science (for women) of the Public School Course, and the Reading, Art, Commercial Work (including Writing), Elementary Science, and Physical Training (including Hygiene) of both the Public and the High School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

SECOND ADVANCED COURSE.

The *Second Advanced Course* may be taken by students who are graduates in Arts before the beginning of the Session. It trains for certificates as teachers in Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Manage-

ment and School Law, and Methods in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. A review, from the academic standpoint, of the subjects of the High School Courses.

Part II.

1. A course of instruction, both academic and professional, in the Reading, Art, Commercial Work (including Writing), Elementary Science, and Physical Training (including Hygiene) of the High School Courses.
2. Two at least of the Seminar Courses hereinafter defined, such Courses to be selected with the approval of the Faculty of Education.

Part III.

Observation and Practice Teaching in the High School grades. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching the equivalent of twenty lesson-periods, or of more in both cases according to the experience, aptitude and progress of the student.

SPECIAL COURSES.

Special Courses include:—

(a) Courses for Specialists. In both the General and Advanced Courses, special training will be provided for candidates for certificates as Specialists.

(b) A course for Inspectors of Public Schools. For a Public School Inspector's certificate there will be an examination in May open to those who have fulfilled the conditions prescribed by the Department of Education for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

(c) Such other special courses as may be offered from time to time.

REGULATIONS.

1. The standing of the students in attendance in the General, an Advanced or a Special Course shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, in particular of mid-term examinations which shall emphasize the academic aspects of the Public and High School subjects. The maximum marks for the term work in any subject shall be forty per cent. of the aggregate of marks for that subject.

The standing of students who are not in attendance shall be determined by the results of the final examinations.

2. The final examinations in Part I. and Part II. are held in May at Toronto or at such local centres as may be selected by the Senate. The Part II. examinations may also be held at convenient periods during the Session.

The percentage requirements for a pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I., II., and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each subject. The requirement for honours in the General or Advanced Courses or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

3. A candidate unsuccessful in Part III. or a candidate who, while successful in Part III., has not obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I., II., and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in such Part or Parts (taken together or separately) as they have not already taken.
4. (a) Regular attendance in the General and the Advanced Courses is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education of Ontario, and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers in the schools controlled by the Ontario Department of Education.

A return of the attendance shall be made to the Minister of Education at the close of the session.

- (b) Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress is unsatisfactory may be dismissed from attendance at any time during the session.
5. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses.
 6. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the regular courses as will suit the condition of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.
 7. (a) The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$25.00. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by students not in attendance, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspectors' examination shall be \$15.00. The fee for the University Diploma will be \$2.00. A deposit of \$1 will be required of teachers-in-training who make use of the branch library in the Education building.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the staff of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

I. (a) Certificates of qualification may be awarded by the Department of Education on the results of the examination of the Faculty of Education as follows:—

1. INTERIM HIGH SCHOOL ASSISTANTS', AND INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES, one or both as the case may be.

(a) To students who have attended regularly and who have obtained in each of Parts I., II., and III. of their Courses 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks.

(b) To students who are exempt from attendance and from the examination in Part III., and who have obtained in each of Parts I. and II. of their courses 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

2. INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, valid for two years, to students in the General or First Advanced Courses who have attended regularly and who have obtained at least 35 per cent. of the marks for each subject in Parts I. and II., and at least 55 per cent., of the aggregate of the marks for each of said Parts, and have passed in Part III.

3. INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of one of the regular Courses and who have obtained 60 per cent. of the marks assigned to the Special Course or Courses of their department.

(b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned to the paper or papers in the Special Course of their departments.

4. PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

II. SPECIAL CASES of Candidates Exempt from Attendance.

(a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First Class Public School Certificates, by passing at one examination and with the prescribed percentages in the special Public School subjects of the General Course and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(b) Teachers who hold First Class Public School or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' standing, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed for such certificates.

(c) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience (all in Canada and at least one-half in Ontario) from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General or First Advanced Course, taking Parts I. and II. together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Permanent First Class Public School certificates, and Interim High School Assistants' certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Unsuccessful candidates who have attended a Session in any Course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained at least 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II. and at least 55 per cent. of the aggregate of the marks for each of said Parts, may write at the examinations for Interim First Class Public School or High School Assistants' Certificates without taking the session over again or being required to take again the Part or Parts in which they have already passed.

III. VALUES OF CERTIFICATES.

(a) An Interim Second Class Public School Certificate shall entitle the holder to teach in a Public School.

An Interim First Class Public School Certificate shall entitle the holder to teach as Principal or Assistant in a Public School, or as Assistant in a Continuation School.

An Interim High School Assistant's Certificate which shall not issue until the candidate is 21 years of age, shall entitle the holder to teach as assistant in a High School or a Continuation School.

Interim High School and First Class Public School Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

(b) After at least two years of successful experience as a teacher in a Public or Separate School, the holder of an Interim First or Second Class Public School Teacher's Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First or Second Class Public School teacher, provided, however, that he is then 21 years of age.

(c) After at least two years of successful experience as a teacher subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate, ordinary or specialist, shall, on the report of the last visiting Inspector, be entitled to a permanent certificate of the same grade. In the case of a specialist he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(d) A graduate in Arts of any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DETAILS OF COURSES.

The bibliographies given below are merely *suggestive*. No text-books are *required*. The first book mentioned under each subject is to be preferred. All bibliographies under Methods are intended to include the text-books authorized for use in the Public and High Schools of Ontario.

PART I.

HISTORY OF EDUCATION, AND EDUCATIONAL SYSTEMS.

Throughout these courses attention will be given to the social conditions and ideals from which the educational theories and practices arose. As a part of national development education will be studied in its relationships and not as an isolated phenomenon.

General Course:—Evolution of education in primitive society. Oriental education. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Education in Charlemagne's empire and in England and Ireland. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Petrarch, Vittorino da Feltre, Erasmus, Elyot, Ascham, and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Montaigne, by Mulcaster, Milton, and Locke, and by Bacon and Comenius. Education according to nature. Development of the new ideal in Rousseau and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Froebel. The scientific and sociological ideals as represented by Spencer and modern theorists. The development of public education in Germany, Great Britain, France, the United States, and Ontario. Present day tendencies in education.

References:—Monroe. A Brief Course in the History of Education.

Munro. The Educational Ideal.

Adamson. Pioneers of Education.

Laurie. Educational Opinion since the Renaissance.

Advanced Course:—The General Course repeated, with a detailed study of special periods.

References:—Monroe. A Brief Course in the History of Education.
 Monroe. Text-book in the History of Education.
 Graves. History of Education (2 vols.).
 Freeman. Schools of Hellas.
 Wilkins. Roman Education.
 Adamson. Pioneers of Education.
 Roberts. Education in the Nineteenth Century.
 Woodward. Vittorino da Feltre and other Humanist Educators.
 Laurie. John Amos Comenius.
 Davidson. Rousseau and Education according to Nature.
 Pinloche. Pestalozzi and the Modern Elementary School.
 De Garmo. Herbart and the Herbartians.
 Hughes. Froebel's Educational Laws for all Teachers.
 Hughes. The Making of Citizens.
 Paulsen. German Education.

PRINCIPLES OF EDUCATION.

General Course:—(1) A course of lectures dealing in the main with the following topics:—

Introduction.—The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

Physical Aspects of Education.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education, its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

Mental Aspects of Education.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

Moral Aspects of Education.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

Social and Vocational Aspects of Education.

Liberal and applied education as supplementary to each other; place of industrial education in the educational system; relation of constructive work and manual activities to mental attitudes of children and to community life. Law, government, and social requirements as elements in education.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Thoughts on Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society.

References:—Raymont. Principles of Education.

Henderson. Principles of Education.

Horne. Psychological Principles of Education.

Giddings. Elements of Sociology.

Dewey. School and Society. The Child and the Curriculum.

Scott. Social Education.

Advanced Course:—

1. Lectures of a more advanced character upon the topics detailed in Part I. of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

References:—Those of the General Course, and in addition:

Mackenzie. Social Philosophy.

Dewey. The School and the Child. The Educational Situation. Moral Principles in Education.

PSYCHOLOGY AND GENERAL METHOD.

General Course:—Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and Reasoning. Feeling and Emotions. Interest. Habit. Will. Character. Motor Activity. Curiosity. Suggestion and Imitation. Heredity and Environment. Adolescence and Child Study. Meaning of Instruction. Instruction and Education. Psychologic Foundations of Method. General Principles. Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

Advanced Course:—Lectures of a more advanced character upon the topics of the General Course as outlined above with a study of special problems in Education.

References:—Titchener. Primer of Psychology.

Angell. Psychology.

James. Talks to Teachers on Psychology.

Kirkpatrick. Fundamentals of Child Study.

Thorndike. Principles of Teaching.

Bagley. The Educative Process.

McMurry. Method of the Recitation.

Findlay. Principles of Class Teaching.

Münsterberg. Psychology and the Teacher.

Horne. Psychological Principles.

Thorndike. Elements of Psychology.

SCHOOL MANAGEMENT AND SCHOOL LAW.

The discussion of each topic in School Management will include a statement of the School Law and the Regulations of Ontario pertinent thereto.

1. *Education*, a necessity of civilization. Relation of state and individual. Idea of service and privilege. Right of the individual to education. Right of community in the individual's capacity.

2. *The School*, an organized agency for a definite purpose. School administration: types of schools. Elements of the school: pupils, teacher, curriculum, appliances including text-books, building, apparatus.

3. *School Administration*.—Forms of educational control; executive and legislative functions of Department of Education, school boards, inspectors and other school officers; relation of principal to teacher and of teachers to parents, trustees, and caretakers; financial support; business administration.

4. *Types of Schools*.—Functions of each type; primary, secondary, higher education; continuation schools; commercial, industrial, agricultural, or technical schools; evening classes; schools for defectives and delinquents. Co-operation of schools with other educational agencies.

5. *The Pupil*.—Variability at different ages. Characteristics of these periods of life. Educational means available at each period. Treatment of pupils; incentives and appeals that may be used. What the pupil may gain from the school. Privileges and duties of pupils.

6. *The Teacher*.—Certificates and qualifications; sense of responsibility, capacity for growth, belief in his profession and in himself, scholarship, professional attainments, personality. Work highly technical and requiring expert knowledge and skill. Duties of teachers.

7. *Class Management*.—Advantages and disadvantages of group teaching. Basis of grouping. Limits of groups. Management of class in regard to interest, self-activity, concentration of effort, recitation, keeping members at similar work. Some principles of good teaching. Varied exercises. Questioning. Drill. Answers and their treatment.

8. *Lesson*.—Kinds of lessons; teaching lesson, recitation lesson, drill lesson. Combination of these kinds. Characteristics of each kind.

9. *The Curriculum*.—Its purpose and elements. Relation of subject to age of pupil, to social ideals, and to each other.

10. *Text-books*.—Their purpose. Limitations. Uses and abuses of text-books. Their authorization.

11. *The Art of Study*.—How taught. Its relation to habit, knowledge and capacity. Home-work, its quantity and character.

12. *Oral and Written Exercises*.—Purpose and value of each; examinations, their kinds, purpose, value; good and bad applications of examination. How evils of examinations may be reduced.

13. *School Organization*.—Time-tables and daily programmes for various types of Public and High Schools.

14. *Special Problems of the School*.—Grading pupils, promotions, care of backward pupils.

15. *Physical Training*.—School hygiene.

16. *School Discipline*.

17. *Buildings and Appliances*.—Sanitation of buildings, lighting, warming, seating, ventilating; class-room decoration; fittings, furnishings and apparatus.

18. *School Library*.—Use by pupils and others; reference books.

19. *School yard and surroundings*.

References.—Bagley. *Class-room Management*.

Landon. *Principles and Practice of Teaching and School Management*.

The *School Law and Regulations of Ontario*.

Shaw. *School Hygiene*.

SPECIAL METHODS.

Each course in Methods will include an academic review of the subject as defined in the curricula of the Department of Education together with a discussion of methods of instruction in the subject.

SPECIAL METHODS IN PUBLIC SCHOOL SUBJECTS.

For the details of courses in certain Public School subjects not mentioned under this heading, reference should be made to the subjects in Part II. For the details of courses in the subjects of Fifth Classes and Continuation Schools, reference should be made to the High School subjects defined below.

Language and Composition.—The importance of language training.

Oral and written composition; their relation; how habits of speaking and writing good English are formed.

Methods in oral and written composition; oral exercises as a means of obtaining free natural expression; principles governing criticism; relation of grammar to composition; the principles to be kept in view in conducting exercises in written composition; value of topical outlines; method of correcting compositions.

Mechanics of written composition; sentence and paragraph structure; paragraph compositions; punctuation marks; etc.

Materials for oral and written composition; principles governing the choice of topics in the different grades; outline of suitable material for different grades.

References:—Chubb. Teaching of English.

Bates. Talks on the writing of English.

Spelling.—Scope of Spelling.

Methods in Spelling: An examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Materials for spelling: principles of selection of material for spelling.

Literature.—The aims in teaching literature.

The nature and elements of literature.

Selection of subject-matter for literature lessons; qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections. Supplementary reading: use of library.

Methods in teaching literature.

Lesson procedure: teacher's preparation; pupils' preparation; total meanings grasped first; analysis of these; final reading.

References:—Chubb. Teaching of English.

McMurry. Special Method in Reading of English Classics.

Grammar.—The topics to be discussed here are to be found in the prescription of work in Grammar as a High School subject.

Arithmetic.—The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic: analysis and synthesis; induction and deduction; graphic methods; use of concrete material, text-books and apparatus; importance of training in, and devices to secure, neatness, accuracy and speed in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic. Other topics are to be found under Arithmetic as a High School subject.

References:—McMurry. Special Method in Arithmetic.

History.—The topics to be discussed here are to be found in the prescription of work in History as a High School subject.

Geography.—Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects: home geography observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

References:—See under Geography as a High School subject.

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH.

(a) *Grammar.*—The purpose of teaching grammar. Recognition of correct forms of speech; the principles underlying their use. Difficulties of overcoming the use of incorrect forms acquired outside of school. Value of analysis of sentences and of the study of the functions and relations of words. Consideration of the courses in grammar in Elementary and Secondary Schools. What work should be covered in the first year in the Lower School? Necessity of securing variety. Work covered in the second year. Use of a text-book in grammar. The advantages and limitations of the inductive method in teaching grammar in the Secondary School.

(b) *Composition.*—Composition presupposes thought and feeling to be expressed and someone for whom expressed. Value of composition to the individual in defining his own thought. Greater social value. This social factor demands clearness and effectiveness of style. Varieties of composition: (1) written composition, including the formal essay, class exercises, and correspondence, (2) oral composition, including speeches and debates.

(1) *Written Composition*.—The formal essay. Subjects suited to the age and experience of the pupil. Different interests of pupils. Writing of the essay. How often written. In school or at home. Use of composition books. Collection of essays. Planning the essay. Preliminary discussion. Value of formal plans. Marking of essays. System of signs used in marking errors. Teachers' general criticisms. Re-writing of essays. Discussion of errors in class. Different types of errors. Value of individual work. Self-criticism by pupil.

The development of style. Importance of choosing the best line of treatment. Selection of subject-matter. Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the quality and range of the pupil's general reading upon his style.

Class exercises. Aim to give the pupil command over the elements of form and expression. Varieties of class work. Use of a text-book. Methods of dealing with exercises.

Correspondence.

(2) *Oral Composition*.—How oral composition differs from written composition with respect to subject-matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner, form of speech, vocal control. How to conduct an oral composition lesson.

(c) *Spelling*.—Causes of incorrect spelling. Necessity for teaching underlying principles. Importance of a knowledge of derivation. Value of rules.

(d) *Literature*.—Literature in the Secondary School. Purpose of teaching literature. Literature defined as essentially (a) artistic; (b) an expression of the ideal; (c) a reflection of life.

The emotional element in poetry. The poet as an ethical teacher. Free range of the imagination of the poet. The importance of the artistic element in poetry. The language of poetry. Principles governing the selection of material. Selections suitable for literature in the Lower School. List of books for supplementary reading. Complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library. The selection of books for the school library. Relations with the Public Library.

Methods of teaching literature. The extensive and the intensive study of literature compared. The introduction to the lesson. Difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature. The preliminary reading of the selection. The place of explanation of words and phrases. The importance of the teacher's ability to read well. Oral reading by the pupils, after study.

Memorization. The value of oral and written reproduction. Examinations in literature.

Methods of dealing with supplementary reading. Means of testing the pupils' outside reading.

(e) *Oral Reading*.—Methods of teaching reading. Attention to the principles of vocal expression; time; pitch; quality; force. The place and limitations of imitative reading. Class procedure. Relative values of prose and poetry as material for the lesson in reading.

References:—Carpenter, Baker and Scott. *The Teaching of English*.
Chubb. *The Teaching of English*.

HISTORY.

The scope and nature of the subject-matter; the choice of materials for school use; what facts are of most worth.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The method of teaching; the lecture method; the Socratic method; "cause and effect" in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics.

The correlation of history with geography; with literature and composition; supplementary reading in history; the historical novel; school societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of reference; pictures and lantern slides.

The study of current events and present conditions in our own and foreign lands; analogies with events and conditions of the past.

References:—Bourne. *The Teaching of History and Civics*.
The Committee of Seven. *The Study of History in Schools*.

GEOGRAPHY.

Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

The High School Course will be dealt with academically and the best methods considered. Special stress will be put on the use of experimentation and observation.

References:—Chisholm. *Handbook of Commercial Geography*.
Mill. *International Geography*.
Salisbury. *Physiography*.
Geikie. *The Teaching of Geography*.

MATHEMATICS.

Arithmetic: Its value and scope; its relation to the other subjects on the curriculum; the origin of number: the various steps involved in the development of the number concept; number pictures; number symbols; the unit, its nature and use; the necessity for standard units; number a ratio; the Grube method, its merits and its defects; the fundamental processes and their relations; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place and treatment of mental arithmetic; the value of problems; the essentials of proper solutions; interest in problems for which the pupils themselves furnish the materials; problems depending upon local statistics; where and how to assist pupils; the unitary method, its merits and limitations; the fraction, considered as a quotient and as equal parts of a unit; development of the rules of fractions; decimals, as special fractions and as complements of common notation; approximate results; percentage and its applications to commercial arithmetic; value of tables; mensuration, the application of arithmetic to space relations; theoretical and practical methods; the necessity for the use of models; square root.

Algebra.—Arithmetical Algebra: Transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; surds and imaginary quantities; quadratic equations; method of dealing with problems and the object to be kept in view in their solution; correlation of algebra and geometry; graphical methods of illustrating formulæ and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.—Practical geometry to precede the theoretical: use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; the proposition, what should be done in the class and what at home; the analytic-synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing; exercise of invention; the place and importance of exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

- References:*—McLellan & Dewey. The Psychology of Number.
 Smith. The Teaching of Elementary Mathematics; The Teaching of Geometry.
 Young. The Teaching of Mathematics.
 Fink. A Brief History of Mathematics.

CLASSICS.

Latin.—Pronunciation: exercises in oral reading from Caesar and Virgil. Vocabulary: its nature and extent. The importance of repetition, correlation with English, and arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary. Various other devices.

Inflection: introductory lessons. The arrangements under types. Hints on the teaching of various lessons such as on the Third Declension of nouns, on adjectives and on verb forms.

Syntax: the teaching of syntax in connection with the translation of English sentences into Latin. The mode of treating it in connection with passages of authors read. Hints on the teaching of various lessons such as on the gerundive and gerund, conditional sentences, time clause, indirect discourse and the like.

Translation and kindred topics. The object of the course in translation. The difference between reading and translating; the stage at which reading and translating should begin; the choice and use of material for early reading in text-books and supplementary reading-books; a method for reading at sight; hints for the teaching of translation lessons in Caesar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering; the use of 'keys'; treatment of topics of grammar, history, archaeology and the like arising naturally from the context; use of charts and other forms of illustration; special consideration of the translating of Virgil; introductory lessons in Virgil; hints on the teaching of various passages; the metre of the Aeneid; memorization of typical selections.

Greek.—Aims and methods in teaching Greek, the importance of reading and translation; oral work in Greek teaching; pronunciation and accents; discussion of important lessons in White's First Greek book; the order of the lessons; method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.—Discussion of the merits of the best books for the teacher's library in Latin and Greek.

- References:*—Bennett and Bristol. The Teaching of Latin and Greek.
 Johnston, H. W. Pamphlets on the Teaching of Caesar and Virgil.
 Hale. Pamphlets on the Art of Reading.
 Articles in the "Classical Journal".

MODERN LANGUAGES.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct Method. Pronunciation and oral work indispensable.

Phonetics; Practical course in Phonetics. Use of phonetic charts. Teaching by visualization.

Elementary Classes: How to conduct them without a text-book. Oral work combined with study of phonetics. Conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correcting of errors. Length of lesson. Aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material supplied by the teacher. How to acquire a vocabulary.

Grammar: Inductive teaching. Value of grammatical rules. Repetition. Use of Mnemonics. Deductive Method. Special illustrative lessons on essentials of French and German Grammar. Importance of the Verb. How to conduct a profitable drill.

Translation: When to introduce it. Dangers to be avoided. Transliteration and Translation. Various methods of conducting recitations. How to use the Reader. Cultivation of the literary taste. Reading of the text aloud in French or German by the teacher and by the pupil.

Composition: Based on models. Oral drill on the Reader. Translation from English. Free reproduction. Original themes and exercises. Writing of letters. Methods of correction. How to use a vocabulary and dictionary.

References:—Heath & Co. Report of the Committee of Twelve.

Heath & Co. Methods of Teaching Modern Languages.

Jespersen. How to Teach a Foreign Language.

Savory & Jones. Sounds of the French Language.

Bahlsen. Teaching of Modern Languages.

Brebner. Method of Teaching Modern Languages in Germany.

Didot. La Méthode directe dans l'enseignement des langues.

Sweet. Practical Study of Languages.

Dumville. French Pronunciation.

Rippmann. Elements of Phonetics.

Breul. Teaching of Modern Languages.

SCIENCE.

The course in Science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under Elementary Science. Laboratory equipment. Methods of demonstration. Use of technical terms. Theories, facts, scientific laws. Text-books and reference books in Science.

Chemistry: Order of treatment: introductory work; chemical laws and theories; valency; formulae and equations; qualitative and quantitative experiments; chemical arithmetic.

Physics: methods in Heat, Light, Sound, Magnetism, Electricity, and Mechanics.

Biology: Methods of treatment. Dissection. Experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy: Purpose of High School Mineralogy. Its relation to Geography and Chemistry. Method of treatment of physical properties of minerals. Economic importance of minerals and rocks of Ontario. Familiarity with common rocks and minerals.

References:—Lloyd & Bigelow. Teaching of Biology.

Smith & Hall. Teaching of Physics and Chemistry.

Ganong. The Teaching Botanist.

PART II.

While the same general purposes direct the courses in the subjects of both Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

Art Work.—Freehand Drawing: how to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, type solids and objects based on them; the principles of freehand perspective; grouping of objects; simple landscapes from nature and imagination; illustration of games, etc.; pose drawing.

Blackboard Drawing: the use of white, black and coloured crayons on the blackboard and paper; rapid sketches to aid in teaching other subjects.

Water Colours: theory of colour; the solar spectrum; the six standard colours, hues, tints and shades; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values and sepia, of common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Decorative Design: conventionalization of natural forms. Surface patterns, borders, Christmas cards, programmes, book covers, calendars; lettering. Geometric figures and their applications.

How to study a picture; the critical study of a few master-pieces of painting.

References:—Prang's Text-books of Art Education.

Prang's Art Education for High Schools.

Atkinson, Mentzner & Grover. Applied Arts Drawing Books.

Poor. How to Draw.

Practical Drawing; Arts and Crafts Course, 8 parts.

Batchelder. The Principles of Design.

Holland. Design for Schools.

Cross. Colour Theory.

Cross. Light and Shade.

Commercial Work with Writing.—(a) Business Papers; Receipts, promissory notes, drafts, orders, cheques, bank drafts, bills of goods, invoices, endorsement and acceptance and consequent liability.

Bookkeeping: Double and Single Entry. Changing from Single to Double Entry.

References:—The Public and High School Text-books and Manuals.

(b) Writing: correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding: Position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The Course will include practical exercises in handwriting.

References:—The Public and High School Text-books and Manuals.

Constructive Work and Manual Training.—The nature and scope of Constructive Work. Its educational and practical values; its correlation with other subjects; exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of hand-work.

A practical course based on the following outline, with concurrent instruction in methods.

Typical forms of constructive work adapted to the capacities of children in the lower grades.

Modelling in clay or plasticine: materials and how they are kept; modelling natural forms.

Cardboard work suitable for the higher grades of the Public School.

Mechanical drawing and freehand sketching; plans and blue-prints.

Woodwork: The workshop, tools, and materials, keeping tools in order; a short course in bench-work; designing.

References:—Gilman and Williams. Seat Work and Industrial Occupations.

Kidner. Educational Handwork.

Row. Educational Meaning of Manual Arts and Industries.

Elementary Science.—Meaning of Science and scientific method. Educational value of Science. Experimental work, how conducted, how recorded. Manipulation. Glass working. Making of simple apparatus.

Simple chemical operations, as filtration, solution, evaporation, precipitation. More advanced treatment of topics in Nature Study. Methods in special topics of Biology and Physics of Lower School. Elementary textbooks.

References:—Gregory & Simmons. Lessons in Science.
Gregory & Hadley. Class-book in Physics.
Bailey & Coleman. First Course in Biology.

Household Science.—A brief course of lectures with laboratory work.

This course includes a study of the following topics; the value of Household Science in the home, and the elementary school; its effect upon the community as it deals with common evils such as ignorance of food production and manufacture, with cooking processes, and with means of avoiding waste, etc.; house construction from the housekeeper's standpoint; disposal of sewage in a country home; the furnishing of the house, floor and wall treatment, kitchen equipment; the function of art in common life; the food principles; selection and preparation of foods; dietetics; home nursing; laundering.

References:—Wilson. Handbook of Domestic Science and Household Art.
Hutchinson. Food and Dietetics.
Snyder. Human Foods.
American School of House Economics, Chicago. Library of Home Economics.

Music.—The Course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils.

The Course will include:

Tune: All intervals of the Major Diatonic Scale, both from Tonic Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these, in simple and compound duple, quadruple and triple times. All the above in both Tonic Sol-Fa and Staff Notations.

Ear-training, in Time and Tune: Recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

Voice Training: Breath-control, tone-production, blending of the registers and general training for quality, range and flexibility.

Sight Singing: Singing from pointing on modulator or staff; singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: School Songs in one or two parts, with special attention to accent, enunciation, phrasing, quality of tone and expression.

Physiology: anatomy of lungs, larynx, and resonating cavities; various methods of breathing, action of vocal chords in production of tone, and influence of resonating cavities upon quality; care of voice in speaking and singing.

Methods: Teachers-in-training will be instructed in the grading of school music to suit the development of the pupils and in methods of teaching both systems.

Reference.—Educational Music Course, Teacher's Edition.
Teacher's Handbook of Tonic Sol-Fa System.

Nature Study.—Distinction from science. Purpose. Suitable materials. Methods with detailed treatment of typical topics from public school curriculum as flowering plants, insects, birds, domestic animals, etc. Experimental work on functions and habits of animals and plants. Experimental treatment of common things as soap, salt, water, air, milk, soil, candle flame, etc. Discussion of special topics such as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References.—Scott. Nature Study and the Child.
Hodge. Nature Study and Life.

Physical Training.—The Course will include:

Exercises for heart and lungs: deep breathing, running, hopping, rapid walking, "chopping" (with dumb-bells or freehand), etc.

Exercises for digestive organs: circlings, lateral movements of trunk, "diving," etc. (with wands, dumb-bells or freehand).

Corrective Exercises: exercises for overcoming certain deformities or lack of symmetry.

Balance Exercises: exercises for promoting a graceful and well-balanced carriage and co-ordination of muscles.

Military Drill: the elements of squad and company drill; turning, marching, stepping, forming fours, etc., the formation of classes in position for physical drill.

Games and Gymnastics: both indoor and outdoor.

Treatment of Emergencies: First aid in fractures, dislocations and sprains, drowning, suffocation and fainting, cuts and hemorrhage, and other accidents or emergencies.

Muscular Development: action of the muscles. Exercises for the systematic development, with or without apparatus, of neck, trunk, arms and legs.

Physiology and Hygiene: personal hygiene. Emergencies. Uses and care of organs of body.

References.—Barton. Physical Training.
Army Manual of Physical Training.
Roberts. A Handbook of Free Standing Gymnastics.

- Gulick. Hygiene Series.
Martin. The Human Body.
Allen. Civics and Health.
Strathcona Trust. Physical Exercises for Schools.

Reading.—Scope of Reading: its correlation with other subjects; importance of training in reading; the pupils' previous preparation.

The processes involved in reading: the relation of ideas to symbols; the associations of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought.

Forms of reading: methods in reading; examination of the various methods of teaching beginners to read; devices for securing rapid word recognition and expressive reading; changes in purpose and methods of reading as determined by the development of the pupil's experience and powers; the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References.—Cullen. Steps in the Phonic System.

Clark. How to Teach Reading in the Public Schools.

Department of Education. The Manual in Primary Reading.

SEMINARS.

The seminars, each of which is a professional course of one hour per week throughout the session, include lectures, readings, reports, and discussions.

Seminars are offered in the following subjects: History of Education, Principles of Education, Classics, Mathematics, English and History, Science, and Modern Languages.

COURSES FOR SPECIALISTS.

The examinations for Specialists will test, not only the candidates' skill in teaching and their familiarity with methods of instruction, but also and in particular their knowledge of the academic work of their departments.

The topics to be discussed in the Courses for Specialists follow:

English and History.—(a) The course in English for candidates for specialist certificates will include the following:

A review of the work in English Grammar, Composition, and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the Course in English throughout the various Forms of the High School. A detailed study of the methods of class-room procedure in the teaching of English and problems arising therefrom.

References:—Carpenter, Baker & Scott. The Teaching of English.

Chubb. The Teaching of English.

(b) The work for Specialists in History will include, (i) a study of particular periods of the prescribed History. (ii) Discussion of courses in History adapted for students of various ages, and of corresponding methods of teaching.

References:—Allen. The Place of History in Education.
Keatinge. Studies in the Teaching of History.
Jäger. The Teaching of History.
Langlois & Seignobos. Introduction to the Study of History.

Mathematics.—In this course will be discussed methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds, etc.

References:—McLellan & Dewey. The Psychology of Number.
Smith. The Teaching of Elementary Mathematics.
Young. The Teaching of Mathematics.
Fink. A Brief History of Mathematics.

Classics.—The course in translation for Specialists includes an intensive study of methods with their application to the teaching of the authors read in the Upper School, such as Horace, Cicero and Homer. The course in grammar and composition for Specialists includes these topics: the object and extent of the teaching of grammar and composition in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous prose selections; typical composition lessons, oral and written.

References:—Bennet and Bristol. The Teaching of Latin and Greek.
Johnston. Pamphlets on the Teaching of Caesar and Virgil.
Hale. Pamphlets on the Art of Reading.
Articles in the "Classical Journal".

Modern Languages:—This course will lay special stress upon the teaching of Phonetics, the Direct Method in the class-room, a study of French and German life, customs, and institutions, use of wall pictures, composition and reproduction work.

References:—Heath & Co. Report of the Committee of Twelve.
Heath & Co. Methods of Teaching Modern Languages.
Jespersen. How to Teach a Foreign Language.
Savory & Jones. Sounds of the French Language.

- Bahlsen. Teaching of Modern Languages.
Brebner. Method of Teaching Modern Languages in Germany.
Sweet. Practical Study of Languages.
Dumville. French Pronunciation.
Rippmann. Elements of Phonetics.
Breul. Teaching of Modern Languages.

Science.—Relation of Science to other subjects. Chief educational values of Science. Scientific periodicals and books. Lantern projection. Photography. Making of lantern slides. Laboratory furniture. Examination of and practice in use of the apparatus used in High Schools. Discussion of special topics in relation to High School curriculum.

- References:*—Pearson. Grammar of Science.
Newth. Chemical Lecture Experiments.
Kerner. Natural History of Plants.

COURSE FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; the development of the pupil rather than of his intellect or of the subject taught; the development of capacity as an aim of school work; the use of interests and natural tendencies for educational ends; moral and aesthetic training; the industrial aspects of school work; education for urban and rural life; medical inspection and care of physical welfare; use of examinations.

Modern Educational Systems: A comparative view of the educational systems of Great Britain, Germany, France, and United States.

Suggested References:—Ontario Agricultural College, Nature Study Leaflets.

Bailey. The Nature Study Idea.

Burrage & Bailey. School Sanitation and Decoration.

Dean. The Worker and the State.

De Garmo. Education and Interest.

Dewey. The Educational Situation. School and Society.

Dutton and Snedden. School Administration.

Kern. Among Country Schools.

Seath. Education for Industrial Purposes.

Snedden. Vocational Education.

Scott. Social Education.

Shaw. School Hygiene.

Balfour. Educational Systems of Great Britain and Ireland.

Paulsen. German Education.

Hughes. Making of Citizens.

Dexter. History of Education in United States.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the High Schools Act, the Truancy Act, Department of Education Act, the Schools Sites Act and the Regulations of the Education Department and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of competency to instruct and to supervise instruction in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in Education while they have also become more professional in purpose; and the examinations have been divided into sections to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B.Paed. or D.Paed. from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (a) a degree in Arts, not being an honorary degree, from any University in the British Dominions; and (b) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass an examination in the History of Philosophy and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education, in the Science of Education, and in the History and Criticism of Educational Systems.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination and shall write such essays and exercises as may be prescribed. The fee for registration is \$10. The fee for extra-mural assistance (if required) shall be \$5 for each section.

5. The examination shall be held in December at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each Section, if taken separately, \$8. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each Section (A or B) may be taken and will be examined on separately. The standard for a Pass degree shall be 50 per cent. of the marks assigned to each Section. The candidate who obtains 50 per cent. of the marks of each Section and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 50 per cent. of the marks of each Section and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory: they are suggestive only.)

SECTION A.

History of Philosophy and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Cushman. History of Philosophy for Beginners.

Muirhead. Chapters from Aristotle's Ethics.

Watson. Hedonistic Theories.

Descartes. Method and Meditations (Veitch).

J. S. Mill. Utilitarianism.

Münsterberg. Psychology and the Teacher.

Wundt. Outlines of Psychology.

Titchener. Outlines of Psychology.

King. Psychology of Child Development.

Mackenzie. Manual of Ethics.

Giddings. Elements of Sociology.

SECTION B.

Science of Education (two papers);

History and Criticism of Educational Systems (two papers).

References:—Spencer. Education.

Scott. Social Education.

Hall. Youth.

Earhart. Study and Teaching Children to Study.

Tyler. Growth and Education.

De Garmo. Principles of Secondary Education.

Graves. History of Education (2 vols.).

Dean. The Worker and the State.

Snedden. Vocational Education.

Monroe. Text-book in the History of Education.

Rowe. Habit Formation.

Candidates are recommended to read such additional works on the great modern educators (Comenius, Erasmus, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, etc.) as may be necessary to ensure an intelligent conception of their place and importance in the history of education.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions:

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions and a first class or High School assistant's certificate or its equivalent, with (a) honours in a Special Course or (b) a Provincial certificate as specialist, or (c) the degree of B.Paed.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination, and he shall write such essays and exercises as may be prescribed. The fee for registration is \$10. The fee for extra-mural assistance (if required) is \$5 for each section of the Course.

4. The candidate shall pass an examination in (a) the History of Philosophy and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education, (b) in the Science of Education and in the History and Criticism of Modern Educational Systems, with special reference to Ontario. He shall also submit on or before November 1st a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in sections, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each section, when taken separately \$8. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory: they are suggestive only.)

SECTION A.

History of Philosophy and Ethics (two papers);

Principles of Psychology, Ethics, and Sociology (two papers).

References:—Adamson. Development of Greek Philosophy.

Plato. Republic.

Kant. Watson's Selections.

Watson. Kant Explained.

- Wundt. Physiological Psychology.
 Rand. Modern Classical Philosophers (omit pp. 486-672).
 Seashore. Elementary Experiments in Psychology.
 Hobbouse. Mind in Evolution.
 James. Principles of Psychology.
 Bosanquet. Philosophical Theory of the State.
 Ward. Applied Sociology.

SECTION B.

- Science of Education (two papers);
 History and Criticism of Educational Systems (two papers).

- References:*—Harris. Psychological Foundations of Education.
 Keatinge. Suggestion in Education.
 Herbart. Outlines of Educational Doctrine. (Lange and De Garmo).
 Locke. Conduct of the Human Understanding. Thoughts on Education.
 Rousseau. Emile.
 Comenius. The Great Didactic.
 Pestalozzi. How Gertrude Teaches her Children.
 Drummond. Introduction to Child Study.
 Froebel. Education of Man.
 Compayré. Spencer.
 Dewey. Interest and Effort in Education. Ethical Principles underlying Education.
 Balfour. Educational Systems of Great Britain and Ireland.
 Hughes. Making of Citizens.
 Russell. German Higher Schools.
 Farrington. Education in France.
 Dexter. History of Education in United States.
 Coleman. Education in Upper Canada.
 Brown. The Making of our Middle Schools.

Candidates are recommended to read the educational works or theories of Bacon, Comenius, Locke, the Jesuits, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, and Horace Mann, so far as to ensure an adequate knowledge of the development of modern educational theory. They will be expected, moreover, to make themselves familiar with the development and present conditions of educational practice in Great Britain, Germany, France, United States, and Canada, and with contemporary movements and tendencies in education by means of standard works and current educational literature.

**THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO
COURSES OFFERED BY THE FACULTY OF EDUCATION.**

In response to the requests of teachers who wish to improve their status the Faculty of Education offers the following courses in the Summer Session of 1913:

1. A Course in Manual Training for the Provincial certificate in Elementary Manual Training.

2. A course in Household Science for the Provincial certificate in Elementary Household Science.

3. A course in Vocal Music for Provincial certificates as Supervisors of Music in the Public and Separate Schools and as Specialists in High Schools.

4. A course in Physical Culture for Provincial certificates as Supervisors in Public and Separate Schools and as Specialists in High Schools.

5. A course in Commercial Work for Provincial certificates as Commercial Specialists.

6. A course in Parts A & B (Parts C & D in 1914) of the Examination for Entrance to the Faculties of Education.

7. A course in Part A (Part B in 1914) of the Examination for Entrance to the Normal Schools.

8. A course in Elementary Science for teachers of Continuation Schools and of the Fifth Forms in Public and Separate Schools.

These courses begin July 2, and last five weeks. They are followed immediately by regular Departmental Examinations. In courses 5, 6 and 7, guidance is offered by correspondence in preparation for the Summer Session.

By special arrangement with the Department of Education, all these Summer Courses are offered *free* of tuition fees to teachers.

REGISTER OF STUDENTS.

FACULTY OF EDUCATION.

Advanced Courses.

Adams, Edith.....	Toronto.	Keagey, Jessie L.....	Dundas.
Adams, Irene S.....	Port Arthur.	Kellock, Evelyn D.....	Toronto.
Affleck, Archibald A.		Kelly, A. Gertrude.....	Toronto.
	Frances, Sask.	Kenny, Hazel I..	New Westminster.
Affleck, Elsie J.....	Perth.	Leppard, C. E.....	Walkerton.
Allin, Arthur B.....	Clinton.	Little, Grace E.....	Brandon, Man.
Althouse, John G.....	London	Locklin, Elva J.....	Consecon.
Armstrong, G. Winnifred.		MacBeth, Lundia I. C....	Toronto.
	Campbellford.	MacLaurin, Alice M..	Vankleek Hill.
Atkinson, Wm. T..	Richmond Hill.	Mahaffy, Alex. F.....	Cromarty.
Ball, Alice I. N.....	Woodstock.	Martin, M. Alice.....	London.
Batchelor, Edna G.....	Toronto.	Matthews, Herbert L..	Hamilton.
Beecroft, W. A.....	Swansea.	McGregor, Enid A....	Princeton.
Bennett, John M.....	Toronto.	McIntosh, Herman W.	Morrisburg.
Bennett, Roy F.....	Oshawa.	Middlebrook, Lottie O..	Elmbank.
Bentley, Annie.....	Dresden.	Mole, W. H.....	Toronto.
Brown, Carl S.....	Vankleek Hill.	Montgomery, Vivien E.	Frankville.
Butler, Rose (Sr. Ethelbert).		Nicholson, Elvira.....	Toronto.
	Winnipeg.	Nugent, Eleanor.....	Cornwall.
Bryam, Kathleen A.....	Toronto.	Ponsford, Lavinia....	St. Thomas.
Campbell, F. J. H.....	London.	Readdie, George.....	Toronto.
Chambers, Josephine...	Brantford.	Reid, Hazel I.....	Toronto.
Connolly, Ruby E.....	Toronto.	Redmond, Chester A....	Toronto.
Cordingley, Margaret L..	Oakville.	Robb, Chas. W.....	Toronto.
Currie, Irene M.....	Toronto.	Robbins, Walter W....	Malvern.
Dunn, Catherine.....	Toronto.	Ross, John F.....	Nanticoke.
Eede, Jean I.....	Arner.	Russell, H. Mary.....	Exeter.
Ellis, Oscar F. W..	Parry Harbour.	Ryan, Mary C.....	Toronto.
Evans, George E.....	Toronto.	Sanderson, Lenora A.	Peterborough.
Ewing, Chas. M.....	Edinburgh.	Sanderson, Oliver N....	Toronto.
Fairbairn, Marjorie....	Weston.	Shaw, Ory A.....	Foxboro.
Farrington, Mabel....	Woodstock.	Shorey, Mary C.....	Lindsay.
Findlay, Susie M.....	Pembroke.	Singer, Clara I.....	Toronto.
Gilfillan, Violet.....	Bowmanville.	Stapleford, Ethel M....	Toronto.
Halford, Aileen.....	Toronto.	Stark, Ethyle M....	Port Robinson.
Hamer, Lottie E.....	Aurora.	Turner, Alice B.....	Whitevale.
Haslitt, Marjorie E.....	Toronto.	Twiss, D. L.....	Tillsonburg.
Hawkey, Ella L.....	Science Hill.	Vrooman, Agnes S.....	London.
Herrington, M. Eleanor..	Napanee.	Wagstaff, Evaline M....	Toronto.
Heydon, Bertha M.....	Toronto.	Wallace, John B.....	Ottawa.
Hodgins, Ekron P.....	Granton.	Wells, Freda M.....	Dresden.
Johnston, Frances V....	Kemptville.	Wheler, M. H.....	Toronto.
Johnston, E. Faye.....	Toronto.	Willoughby, Henry A. G..	Beeton.
Johnston, Hally.....	Woodstock.		

General Course.

Adams, Edna M. R....	Markdale.	Douglas, Gordon A....	Markham.
Alexander, S. Bessie...	Carholme.	Douglas, Jean I.....	Galt.
Armstrong, Harry E.	Codrington.	Dunwoodie, J. May...	Kingsford.
Armstrong, Lewis C.	Craigsholme.	Dyment, Ila P.....	Hamilton.
Arnold, Winnifred M....	Chatham.	Ecclestone, Helen G....	Toronto.
Baird, Grace H.....	Toronto.	Eckmier, Lloyd A....	Gowanstown.
Baker, Gladys.....	London.	Edge, Mary E.....	Durham.
Beaman, Elsie K.....	Essex.	Ellerby, F. Edna.....	Uxbridge.
Belyea, Emma B.....	Oakville.	Elliott, Arthur H.....	Marden.
Blain, Mary T.....	Brampton.	Elliott, Frederick, W....	Marden.
Blayney, Lela F.....	Renton.	Emmerson, Edna.....	Port Perry.
Bolton, Mrs. M. B.....	Glasgow.	File, Edna G.....	Napanee.
Booker, Alma F.....	Hamilton.	Fischer, P.....	Berlin.
Boulden, Dorothy.....	Toronto.	Fleming, Eva.....	Owen Sound.
Boulden, Margaret.....	Toronto.	Forfar, Agnes B.....	Ellesmere.
Brockshire, Melville C.	Lindsay.	Forman, Henrietta....	Woodstock.
Brookfield, Mary L....	Brookfield.	Fryfogle, Maude E....	Wingham.
Brown, Lorne A.....	Rebecca.	Gallagher, Roy J.....	Teeswater.
Brown, William L....	Collingwood.	Gehring, Clara A.....	Lynedoch.
Bruce, Hilda P.....	Aurora.	Gerhardt, Harry W....	Tavistock.
Buchanan, Vera F.....	Toronto.	Gilliland, Samuel G...	Owen Sound.
Buck, Spurgeon C....	Belleville.	Goble, G. E.....	Dorchester.
Burton, Olive W.....	Kirkton.	Graham, A. Fern.....	Glencoe.
Butson, William G.....	Staffa.	Graham, Iva P.....	London.
Campbell, Archibald D...	Keyser.	Grandy, Fred N.....	Harriston.
Campbell, Eunice V....	Chesley.	Gray, W. Aleda.....	Toronto.
Campbell, Gladys G....	Chesley.	Gulston, Chas. S.....	Lefroy.
Campbell, Margaret G.	Northwood.	Haig, Allister P.....	West Lorne.
Campbell, Margaret S....	Sarnia.	Hall, H. Wilfred.....	Lucan.
Carlton, William H....	Beeton.	Halliday, Irene M....	Chesley.
Cavanaugh, William...	Parkhill.	Hamilton, Agnes I....	Goderich.
Cayley, Thos. M.....	Norwich.	Hammell, Ethel E. M...	Beeton.
Challinor, J. Lewis....	Chatham.	Hanson, Clara F.....	Mitchell.
Charlton, W. Lionel....	Brinsley.	Harris, Una M.....	Hamilton.
Chisholm, Renwick J...	Brampton.	Hartley, Floyd C....	Brantford.
Chrysler, Herbert W...	Brantford.	Haugh, Cassie.....	Lindsay.
Clark, Lilian J.....	St. Helen's.	Hayward, Reta.....	Hamilton.
Clark, Mona E.....	Toronto.	Heather, Eunice G....	Guelph.
Clarry, Arthur.....	Locust Hill.	Heinbecker, Peter.....	Listowel.
Clutton, Stella H....	Barrie.	Hendry, Earl D.....	Cornwall.
Cody, Elizabeth L....	Hamilton.	Hepburn, Cora C. A...	Owen Sound.
Coke, Mary E.....	Walnut.	Hill, Edith M.....	Crediton.
Cole, S. Muriel....	Niagara Falls.	Hiscox, William F....	Teeswater.
Coleman, A. Margaret...	Toronto.	Hobbs, Walter M.....	Biram.
Cook, B. Leslie.....	Beachville.	Howie, Russell J.....	London.
Cook, Gladys A.....	Midland.	Humphries, Winnifred L.	Watford.
Cotter, Marguerite S...	Hamilton.	Hutton, Sarah P.....	Berlin.
Coulson, John G.....	Unionville.	Ingoldsby, J. H.....	Mayfield.
Cowan, Anna K.....	Galt.	Isard, Viola M.....	Wingham.
Cowan, Wilfrid.....	Melbourne.	Jackson, Angus B....	Glen Allan.
Crysler, F. Gertrude...	Delhi.	Jardine, McC. Amy...	Milton West.
Currie, Cora G.....	Wingham.	Johnson, Guy E....	Straffordville.
Daley, M. Muriel....	Maxville.	Johnston, Leila G....	Tamworth.
Dickson, Lucy I.....	Toronto.	Johnston, W. B.....	Winona.
Dore, Harry C.....	Wingham.	Jordan, Isabel.....	Lindsay.

- Kehoe, Martin B. Stratford.
 Kincade, Myrtle B. ... Wanderland.
 Kirk, Gladys R. Vienna.
 Kirkconnell, Helen K. ... Lindsay.
 Knox, Harold C. Lynden.
 Koch, William H. Guelph.
 Langley, Muriel C. Toronto.
 Leslie, William B. Guelph.
 Lowry, Robert J. Toronto.
 MacGregor, Irene M. London.
 Maloney, Joseph M. London.
 Maloney, Mary F. London.
 Manning, Ernest D. Forest.
 Manning, Gertrude A. ... London.
 Martin, Thos. W. Port Perry.
 May, F. Alma. Exeter.
 Mazinke, Henrietta E. ... Arnprior.
 McConnell, R. A. A. ... Peterborough.
 McDonald, Margaret A. ... Parkhill.
 McDonald, Margaret D. ... Guelph.
 McGregor, H. Jean. ... Caledonia.
 McGugan, Mabel C. Watford.
 McHardy, A. May. Toronto.
 McKay, William. Uxbridge.
 McKenna, Jessie. Belleville.
 McKercher, Stewart. ... Wroxeter.
 McKillop, Oliver M. ... Port Elgin.
 McLaren, M. Ruth. Highgate.
 McLean, Mildred F. Toronto.
 McLuhan, Mabel B. ... Mount Forest.
 McNamara, Elizabeth,
 Peterborough.
 McQueen, Myrtle. ... Leamington.
 McVean, Alexander. Dresden.
 Meadows, Ethel M. Cayuga.
 Metcalf, N. Edith. Burford.
 Millar, Maude. Brockville.
 Miller, Erle G. Ringwood.
 Miller, Florence I. ... St. Thomas.
 Miller, Gladys M. Stouffville.
 Mills, Eva B. Orillia.
 Mingay, Susie B. Barrie.
 Mitchell, L. Grace. Lindsay.
 Monkman, W. Clarence,
 Castlederg.
 Moore, Gladys M. ... Peterborough.
 Moore, Grace E. Sarnia.
 Moote, Helen E. Dunnville.
 Morgan, Pearl S. Moorefield.
 Mulvihill, Mayme. Arnprior.
 Murtha, Ella. Lindsay.
 Naismith, Sada. Straffordville.
 Neelands, Ralph J. Forest.
 Nichol, Alma J. Richmond.
 Noonan, Rose A. Harriston.
 O'Connor, Katie B. Whitby.
 Overholt, Jessie A. ... Marshville.
 Partlo, Irene. Ingersoll.
 Paton, Julia R. Toronto.
 Pfaff, Milton W. Hay.
 Pike, Abram B. Bethesda.
 Pirie, Lizzie. Whitby.
 Poirier, Mary H. ... St. Catharines.
 Porter, William A. ... Ravenswood.
 Pridham, C. Irene. Goderich.
 Proudfoot, Rolf M. ... Fullarton.
 Purvis, Olive J. Toronto.
 Quantz, Ella I. Langstaff.
 Ramsden, Francis C. ... Mount Albert.
 Rattle, William F. Milliken.
 Reid, Elizabeth M. ... Tillsonburg.
 Renaud, Lena M. Sandwich.
 Rennie, William. Swansea.
 Ritchie, Anna M. ... Sault Ste. Marie.
 Robb, Marion R. Listowel.
 Roberts, Hazel G. Hamilton.
 Robertson, William A. ... Perth.
 Rooney, Norah E. Sarnia.
 Rorke, Luella M. Roseneath.
 Ross, John C. Harriston.
 Roszel, Jessie M. Hamilton.
 Runnings, Byron C. ... Owen Sound.
 Russell, Flossie L. Blenheim.
 Shanks, A. Jean. Hamilton.
 Shepley, J. Evelyn. Gordon.
 Simpson, Etta E. Onondaga.
 Sinclair, Amanda K. ... Harriston.
 Sing, Charles K. Port Hope.
 Sisson, Ruby M. Lifford.
 Smith, Fletcher N. Guelph.
 Speight, Amy G. Toronto.
 Speight, Florence M. ... Toronto.
 Stevens, Violet E. Blake.
 Stewart, Esther L. Pembroke.
 Stewart, Laura A. Hamilton.
 Stickwood, Herbert F. ... Newmarket.
 Stinson, Allie. Dresden.
 Stothers, John C. Mafeking.
 Strong, Esther H. Hamilton.
 Stubbs, Mabel M. ... Norval Station.
 Sullivan, Ethel. London.
 Symington, James B. ... Camlachie.
 Tamblyn, Francis A.,
 Londesborough.
 Tanner, Annie M. Watford.
 Thomson, Alice. Toronto.
 Titus, Edmund B. Gore Bay.
 Tolhurst, Evelyn W. ... Toronto.
 Touchette, Clara I. ... Fort William.
 Troup, Margaret. Hamilton.
 Truscott, Ruby I. Hamilton.
 Turvey, Ina M. Vittoria.
 Twomey, Genevieve,
 Fenelon Falls.

Unger, Delbert B..St. Williams.	Welsh, Robert N.....Clinton.
Vickery, Clarence A..Port Perry.	Welsh, Vera A.....Hensall.
Walker, Alexina A. C.....Forest.	West, Randolph H. A.....Angus.
Walker, Anson R.....Port Perry.	Weylie, Robina.....Caledonia.
Walker, B. Laura.....Batteau.	White, T. Frank.....Springford.
Wallace, Andrew.....Glenannan.	Wilson, Lizzie A.....Harrow.
Waring, W. Arthur.....Banner.	Wilson, Muriel K.....Clarence.
Watson, M. Eleanor.....Waterloo.	Yates, Arthur V.....Preston.
Welsh, Ina B.....Reid Corners.	

Courses for Specialists only.

Arkell, Miss B. M.....Toronto.	Keys, Miss V. I.....Toronto.
Baker, Miss M.....Toronto.	McAndless, L. G.....Ilderton.
Clarke, B. W.....Lemonville.	McCamus, Miss B.....London.
Clinkscale, Miss C. E....Orillia.	Murray, Miss M. L.....Toronto.
Dengate, Miss E. W.....Toronto.	Ogilvie, A. I.....Woodstock.
Durnin, E. W.....Cornwall.	Robinson, Miss F. A..New York.
Flanagan, Miss F.....Paris.	Wilkinson, J. E....Smith's Falls.
Jackson, Miss K. M....Leamington.	Willson, Miss H. Blanche....Paris.
Johnston, Miss K. B.Kemptville.	Yarwood, Miss M. C....Toronto.

Courses for Degrees in Pedagogy.

Amos, H. E.....Port Rowan.	McKenzie, G. W...Red Deer, Alta.
Black, H. E.....Regina, Sask.	Moshier, D. D.....Toronto.
Emery, J. W.....Stratford.	Patterson, W. J.....London.
Evans, J. J.....Toronto.	Prendergast, W.....Toronto.
Gibson, A. R.....Red Deer, Alta.	Rutherford, W. H.....Toronto.
Hunter, J. H....Cowansville, Que.	

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1914-1915

UNIVERSITY PRESS
TORONTO

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION
1914-1915

UNIVERSITY PRESS
TORONTO

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Faculty of Education.

<i>President..</i>	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
<i>Dean.....</i>	WILLIAM PAKENHAM, B.A.
<i>Secretary.....</i>	

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

1914

CALENDAR

1914

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	4 11 18 25	Sun.	1 8 15 22	Sun.	1 8 15 22 29	Sun.	5 12 19 26
Mon.	5 12 19 26	Mon.	2 9 16 23	Mon.	2 9 16 23 30	Mon.	6 13 20 27
Tues.	6 13 20 27	Tues.	3 10 17 24	Tues.	3 10 17 24 31	Tues.	7 14 21 28
Wed.	7 14 21 28	Wed.	4 11 18 25	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29
Thur.	1 8 15 22 29	Thur.	5 12 19 26	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30
Fri.	2 9 16 23 30	Fri.	6 13 20 27	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 ..
Sat.	3 10 17 24 31	Sat.	7 14 21 28	Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..
MAY		JUNE		JULY		AUGUST	
Sun.	3 10 17 24 31	Sun.	7 14 21 28	Sun.	5 12 19 26	Sun.	2 9 16 23 30
Mon.	4 11 18 25 ..	Mon.	1 8 15 22 29	Mon.	6 13 20 27	Mon.	3 10 17 24 31
Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30	Tues.	7 14 21 28	Tues.	4 11 18 25 ..
Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..
Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..	Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..
Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..
Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	6 13 20 27	Sun.	4 11 18 25	Sun.	1 8 15 22 29	Sun.	6 13 20 27
Mon.	7 14 21 28	Mon.	5 12 19 26	Mon.	2 9 16 23 30	Mon.	7 14 21 28
Tues.	1 8 15 22 29	Tues.	6 13 20 27	Tues.	3 10 17 24 ..	Tues.	1 8 15 22 29
Wed.	2 9 16 23 30	Wed.	7 14 21 28	Wed.	4 11 18 25 ..	Wed.	2 9 16 23 30
Thur.	3 10 17 24 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..	Thur.	3 10 17 24 31
Fri.	4 11 18 25 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..	Fri.	4 11 18 25 ..
Sat.	5 12 19 26 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..	Sat.	5 12 19 26 ..

1915

CALENDAR

1915

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	3 10 17 24 31	Sun.	7 14 21 28	Sun.	7 14 21 28	Sun.	4 11 18 25
Mon.	4 11 18 25 ..	Mon.	1 8 15 22 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26
Tues.	5 12 19 26 ..	Tues.	2 9 16 23 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27
Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28
Thur.	7 14 21 28 ..	Thurs.	4 11 18 25 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29
Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30
Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..
MAY		JUNE		JULY		AUGUST	
Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29	Tues.	6 13 20 27	Tues.	3 10 17 24 31
Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	5 12 19 26	Sun.	3 10 17 24 31	Sun.	7 14 21 28	Sun.	5 12 19 26
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Tues.	7 14 21 28	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30	Tues.	7 14 21 28
Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29
Thur.	2 9 16 23 30	Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..	Thur.	2 9 16 23 30
Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31
Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..

CALENDAR, 1914-1915.

1914—July	1	Summer Session begins.
Aug.	6	Summer Session closes.
Sept.	29	Academic Year begins.
Sept.	29	Enrolment in classes by the various Professors.
Sept.	29	The Opening Address by the President to the students of all the Faculties at 3 p.m. in Con- vocation Hall.
Oct.	2	Meeting of Council.
Nov.	6	Meeting of Council.
Dec.	4	Meeting of Council.
Dec.	14-18	Term Examinations.
Dec.	18	Last day of Lectures. Term ends at 12 noon.
Dec.	18	Railway certificates issued at 12 noon.
1915—Jan.	5	Easter Term begins.
Jan.	8	Meeting of Council.
Feb.	7	Meeting of Council.
Mar.	5	Meeting of Council.
April	2	Meeting of Council.
May	1	Annual Examinations in Education begin.
May	5	Meeting of Council.
June	11	University Commencement.

FACULTY OF EDUCATION.

1914-1915.

President. ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
Dean WILLIAM PAKENHAM, B.A.
Secretary

HENRY JOB CRAWFORD, B.A.,
*Associate-Professor of Education, and Headmaster of The University
 Schools.* 53 Glendale Avenue.

PETER SANDIFORD, M.Sc., Ph.D.,
Associate-Professor of Education. 378A Markham Street.

JAMES WARREN BARTON, M.D.,
Instructor in Physical Training. 318 Palmerston Boulevard.

GEORGE NEVILLE BRAMFITT,
Instructor in Music and Assistant Instructor in The University Schools
 428 Bloor Street West.

JOHN OLIVER CARLISLE, B.A.,
Instructor in The University Schools. 25 Shannon Street.

GEORGE ALTON CLINE, B.A.,
Instructor in The University Schools. 85 St. George Street.

FREDERICK ETHBERT COOMBS, M.A.,
*Lecturer in Methods in Elementary Subjects, and Chief Instructor in
 Elementary Subjects in The University Schools.*
 158 Delaware Avenue.

GEORGE AUGUSTUS CORNISH, B.A.,
*Lecturer in Methods in Science, and Chief Instructor in Science in
 The University Schools.* 38 St. Clair Avenue, East.

JOHN THOMAS CRAWFORD, B.A.,
*Lecturer in Methods in Mathematics, and Chief Instructor in Mathe-
 matics in The University Schools.* 503 Brunswick Avenue.

WILLIAM JAMES DUNLOP, B.A.,
Instructor in The University Schools. 32 Palmerston Gardens.

LUTHER E. EMBREE, LL.D.,
*Supervisor of Observation and Practice-Teaching in Jarvis Street
 Collegiate Institute,* 33 Beatty Avenue.

WILLIAM CHAMBERS FERGUSON, B.A.,
*Lecturer in Methods in French and German, and Chief Instructor in
 French and German in The University Schools.*
 388 Brunswick Avenue.

HORACE ALEXANDER GRAINGER, B.A., <i>Instructor in The University Schools.</i>	199 Howland Avenue.
WILLIAM E. GROVES, <i>Supervisor of Observation and Practice-Teaching in Ryerson School.</i>	36 Albany Avenue.
DOUGLAS EWART HAMILTON, B.A., <i>Instructor in The University Schools.</i>	85 St. George Street.
JOSEPH A. IRWIN, <i>Instructor in The University Schools.</i>	60 Grace Street.
HAROLD GORDON MANNING, B.A., <i>Instructor in The University Schools.</i>	29 Alvin Avenue.
SAMUEL WALTER PERRY, B.A., <i>Lecturer in Art and Commercial Work, and Instructor in Art and Commercial Subjects in The University Schools.</i>	138 Wells Street.
THOMAS M. PORTER, <i>Instructor in The University Schools.</i>	64 Winchester Street.
WALTER LAWRENCE CHRISTIE RICHARDSON, <i>Instructor in The University Schools.</i>	691 Euclid Avenue.
ALLEN NELSON SCARROW, <i>Instructor in Manual Training and Assistant Instructor in The University Schools.</i>	150 Delaware Avenue.
ORLANDO JOHN STEVENSON, M.A., D.PAED., <i>Lecturer in Methods in English and Chief Instructor in English in The University Schools.</i>	126 Lennox Street.
JOHN B. WALLACE, B.A., <i>Instructor in The University Schools.</i>	3 Russell Street.
JAMES G. WORKMAN, B.A., <i>Instructor in The University Schools.</i>	Birch Cliff Post Office.

Members of the Staff of Ryerson School who act as Assistant-Supervisors:—

Miss Mary Louise Balmer.....	Tyndal Apts., Tyndal Avenue.
Mr. Ernest E. Cavell.....	192 Borden Street.
Miss Annie E. Cullen.....	368 Markham Street.
Mr. Melvin R. Fydell.....	296 Wright Avenue.
Miss J. Cecil Helyar.....	503 Ontario Street.
Miss Etta M. Jolley.....	199 Robert Street.
Miss Kate M. Knowles, B.A.....	57 Howland Avenue.
Miss Kathleen A. Martin.....	26 Summerhill Avenue.
Miss Adah F. Mitchell.....	168 Geoffrey Street.
Miss Lillian M. Starrette.....	590 Markham Street.
Miss M. Pauline Stephen.....	291 Euclid Avenue.
Mr. Harold J. Vallentyne.....	296 Wright Avenue.
Miss Ruby E. Wright.....	462 Euclid Avenue.

Members of the Staff of Jarvis Street Collegiate Institute who act as Assistant-Supervisors:—

Mr. A. E. Allin, B.A.....	70 Kendal Avenue.
Mr. C. H. Barnes, B.A.....	403 Carlton Street.
Mr. C. L. Barnes.....	133 Pacific Avenue.
Miss Helen F. Durie, B.A.....	306 St. George Street.
Mr. Edwin J. Halbert, B.A.....	84 Mavety Street.
Mr. E. A. Hardy, B.A., D.Paed.....	81 Collier Street.
Mr. John Jeffries, B.A.....	200 Geoffrey Street.
Mr. William A. Jennings, B.A.....	59 Thorold Avenue
Mr. James Keillor, B.A.....	116 Beatrice Street.
Mr. William J. Loughheed, M.A.....	166 Westminster Avenue.
Mr. C. A. Milburn, B.A.....	91 Willcocks Street.
Miss Marguerite E. O'Connell, B.A.....	341 Jarvis Street.
Mr. H. B. Tapscott, M.A.....	84 Yorkville Avenue.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers and in particular for Provincial certificates as Inspectors, First-class Public School Teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Science, and Commercial Work. It also offers courses for degrees in Pedagogy.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the teachers-in-training, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching to be had in these model class-rooms will be supplemented by observation and practice-teaching in city schools in the neighborhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the teacher-in-training may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, the students enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty of Education, University of Toronto, before October 1, and application for examination before April 2. All fees should be paid to the Bursar of the University.

The Eighth Session of the Faculty of Education will open September 30th, 1914, and close May 31st, 1915.

BOARD AND LODGING

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from four dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the

Secretary of the Faculty of Education, the Secretary of the Young Men's Christian Association of the University, the Lady Superintendent of University College, the Secretary of the Young Women's Christian Association, and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

TERMS OF ADMISSION.

A candidate for admission to the Faculty of Education should make application on a form to be obtained from the Secretary of the Faculty and should submit with this application:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One of the following:

(a) His certificate of graduation in Arts after a regular course from the Registrar of any University in the British Dominions, said certificate to be subject to the approval of the Minister of Education.

(b) His certificate of graduation in the Science of Agriculture, B.Sc. (Agr.), after a regular University course approved by the Minister of Education.

(c) His Senior Teacher's Certificate.

(d) His full certificate for Entrance into the Faculty of Education.

(NOTE:—No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the schools of the Ontario provincial system for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to a cancelling of the teacher's certificate.)

COURSES.

(a) The General Course as the professional course for an Interim First Class and an Interim High School Assistant's Certificate.

(b) The Advanced Course as the professional course for an Interim High School Assistant's Certificate.

(c) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

(e) Courses for Degrees in Pedagogy.

GENERAL COURSE.

The General Course may be taken by any student who has been duly admitted. It trains for certificates as teachers in Public and Separate, Continuation, and High Schools, and consists of three Parts:—

Part I.

1. The History of Education, the Science of Education, including Psychology, Child Study, and General Method, School Organization and Management, and Special Methods in the subjects of the Public and Separate School Course not included in Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
 - (b) French and German;
 - (c) Greek and French;
 - (d) Greek and German.
2. A review, from the academic standpoint, of the subjects of the Public School Course and of the High School Courses through the Middle School. This review will be limited to such portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Vocal Music, Manual Training (for men), and Manual Training (Forms I, II, III) with Household Science (for women) of the Public School Course, and the Reading, Art, Bookkeeping and Writing, Elementary Science, and Physical Culture and Hygiene of both the High and the Public School Courses.

Part III.

1. Observation and Practice Teaching in Public and High School grades with Observation in ungraded rural schools.
2. The Observation will involve the equivalent of forty school lesson-periods and the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods and for all other students, the equivalent of twenty-five school lesson-periods.
3. Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.
4. In Observation and Practice Teaching the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

THE ADVANCED COURSE.

The Advanced Course may be taken by students who are graduates in Arts or who hold the degree of B.Sc. (Agr.), as herein prescribed, before the beginning of the Session. It trains for certificates as teachers in Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education, the Science of Education, including Psychology, Child Study, and General Method, School Organization and Management, and Special Methods in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review, from the academic standpoint, of the subjects of the High School courses through the Middle School. This review will be limited to such portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

Part II.

1. A course of instruction, both academic and professional, in the Reading, Art, Bookkeeping and Writing, Elementary Science, and Physical Culture and Hygiene of the High School Courses.
2. One at least of the Seminar Courses as hereinafter defined, selected with the approval of the Faculty of Education, from each of the following Groups:—

Group A—History and Criticism of Educational Systems, Science of Education.

Group B—Classics, English and History, French and German, Mathematics and Science.

Part III.

Observation and Practice Teaching in the High School grades. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods and for all other students the equivalent of twenty-five school lesson-periods. Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.

SPECIAL COURSES.

Special Courses include:—

(a) Courses for Specialists. In both the General and the Advanced Course, special Courses will be provided for candidates for certificates as specialists.

(b) A special course for Inspectors of Public Schools. For a Public School Inspectors' certificate there will be an examination in May open to those who have fulfilled the conditions prescribed by the Department of Education for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law in Ontario; School Inspection, including the Supervision of Instruction in all subjects of the Public School Course.

(c) Such other special courses as may be offered from time to time.

REGULATIONS.

1. (a) With the exceptions indicated below the standing of the students in attendance in the subjects of the *General* or the *Advanced Course* or in a *Special Course* shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe. The maximum marks for this term work shall not be more than 40 per cent. of the aggregate of marks for each subject.

(b) In Nature Study, Vocal Music, Manual Training, Household Science, Reading (of the High School Course), Art, Bookkeeping and Writing, Physical Culture, and the Seminars, the standing of the students in attendance shall be determined wholly by the term work.

(c) The standing of candidates not in attendance shall be determined by the results of the final examinations, or in the case of subjects enumerated in (b) above, by such practical exercises and tests as the Faculty may prescribe.

2. Examinations are held at Toronto or at such local centres as may be selected by the Senate. Written examinations or other tests are held in the following subjects at the close of the Session: Science of Education, School Organization and Management, Vocal Music, Art, Physical Culture, the Seminars, Methods in the English and Mathematics of the High School course, and in the Public School subjects referred to in Part I of the *General Course*. The examinations for specialists are also held at the close of the Session. The other written examinations or the tests in the other subjects may be held at convenient periods during the Session.

Candidates not in attendance may take their examinations or other tests in May or at such times and under such conditions as obtain with the candidates in attendance.

The percentage requirements for a pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I, II., and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each paper or subject. The requirement for honours in the General or Advanced Course or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

3. A candidate unsuccessful in Part III, or a candidate who, although successful in Part III, has not obtained at least 35 per cent. of the marks for each subject in Parts I and II, and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I, II, and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in such Part or Parts (taken together or separately) as they have not already taken.
4. (a) Regular attendance in the General and the Advanced Courses is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education, and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers in the schools controlled by the Department of Education.

A return of the attendance shall be made to the Minister of Education at the close of the session.

(b) Students who in the opinion of the staff are unduly deficient in scholarship, or whose conduct or progress or general health is unsatisfactory, may be dismissed from attendance at any time during the session.

5. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses. No students in attendance except those who have had their standing approved may be admitted to the final examinations.
6. (a) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I, of either of the regular courses as will suit the condition of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.

(b) Candidates who hold provincial professional certificates in Art, Household Science, Manual Training, Vocal Music, Commerical Subjects, and Physical Culture may be exempted from the courses and examinations in these subjects. Candidates who hold provincial certificates in Physical Culture shall take the courses but may be exempted from the examinations.

(c) Candidates who have passed in Household Science as a bonus at the examination for Entrance to the Normal Schools may be exempted from the academic work in sewing and cooking, but shall take the methodology of the subject. Those who have passed in Manual Training as a bonus at the same examination may be exempted from the course in wood-working of Form IV, but shall take the Manual Training of Forms I, II, III of the Public and Separate Schools, together with the methodology of the subject.

7. (a) The annual fee for the General or the Advanced Course (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$25.00. The fee for the examination in the General or the Advanced Course when the examination is not taken during the regular session or when it is taken by students not in attendance, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspector's examination shall be \$15.00. The fee for the University Diploma will be \$2.00. A deposit of \$1 will be required of teachers-in-training who make use of the branch library in the Education building. Every male student in attendance is required to pay on registration a fee of \$1 in behalf of the maintenance of the Council of the Undergraduates.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of \$10.00 (which shall not in this case include the fee for examination) may receive from the staff of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

I. Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education as follows:—

1. INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

(a) To students who are twenty-one years of age, who have attended regularly, and who have obtained in each of Parts I, II, and III of their Courses 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of marks.

(b) To students who are twenty-one years of age, who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their Courses 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of marks.

2. INTERIM FIRST CLASS CERTIFICATES.

(a) To students who have attended regularly, and who have obtained in each of Parts I, II, and III of their Course 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks.

(b) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

3. INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, valid for two years, to students in the General Course who have attended regularly, and who have obtained at least 35 per cent. of the marks for each subject in Parts I, and II, and at least 55 per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III.

4. INTERIM HIGH SCHOOL SPECIALISTS' CERTIFICATES:

(a) To candidates in attendance who have fulfilled the conditions of one of the regular Courses and who have obtained 60 per cent. of the marks assigned to the Special Course or Courses of their department.

(b) To candidates who are exempt from attendance, and who have obtained 60 per cent. of the marks assigned to the paper or papers in the Special Course of their departments.

5. PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

II. SPECIAL CASES of Candidates Exempt from Attendance.

(a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First Class Certificates, by passing at one subsequent examination and with the prescribed percentages in the special Public and Separate School subjects of the General Course and by satisfying the Faculty, by a practical test, of their ability to teach Public and Separate School classes.

(b) Teachers who hold First Class or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' Certificates, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed for such certificates.

(c) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' suc-

cessful experience (all in Canada and at least one-half in Ontario) from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General Course, taking Parts I and II together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Permanent First Class certificates, and Interim High School Assistants' certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Unsuccessful candidates who have attended a Session in any Course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained at least 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II and at least 55 per cent. of the aggregate of the marks for each of said Parts, may write at the examinations for Interim First Class or High School Assistants' Certificates without taking the session over again or being required to take again the Part or Parts in which they have already passed.

III. VALUES OF CERTIFICATES.

(a) An Interim Second Class Public School Certificate shall entitle the holder to teach in a Public School.

(i) An Interim First Class Public School certificate shall entitle the holder to teach as Principal or Assistant in a Public School, as Assistant in a Continuation School, or as Principal of a Grade B or Grade C Continuation School if endorsed by the Minister as valid for such Principalship after two years' successful experience as attested by the inspectors.

(ii) An Interim High School Assistant's Certificate shall entitle the holder to teach as assistant in a High School or a Grade A, or if the Principal holds an Interim or Permanent First Class Public School certificate, Grade B Continuation School.

(iii) Interim Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught, or on the application of the holder if he has not taught thereon.

(b) After at least two years of successful experience on a professional certificate as a teacher in a Public or Separate School, the holder of an Interim First or Second Class Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate, provided, however, that he is then 21 years of age.

(c) After at least two years of successful experience as a teacher in a Continuation or High School, subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate,

ordinary or specialist, shall, on the report of the last visiting Inspector concerned, be entitled to a permanent certificate of the same grade. In the case of a specialist he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(d) A Bachelor or Master of Arts, or a Bachelor in the Science of Agriculture, who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting High School inspector concerned, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DETAILS OF COURSES.

The bibliographies given below are merely *suggestive*. No text-books are *required*. All bibliographies under Methods are intended to include the text-books authorized for use in the Public and High Schools of Ontario.

PART I.

HISTORY OF EDUCATION.

Throughout these courses attention will be given to the social conditions and ideals from which the educational theories and practices arose. As a part of national development education will be studied in its relationships and not as an isolated phenomenon. A. will be studied in outline, B. in greater detail.

A. Evolution of education in primitive society. Oriental education. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Education in Charlemagne's empire and in England and Ireland. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Petrarch, Vittorino da Feltre, Erasmus, Elyot, Ascham, and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Montaigne, by Mulcaster, Milton, and Locke, and by Bacon and Comenius.

B. Education according to nature. Development of the new ideal in Rousseau and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Froebel. The scientific and sociological ideals as represented by Spencer and modern theorists. The development of public education in Germany, Great Britain, France, the United States, and Ontario. Present day tendencies in educational administration and organization.

References:—Monroe. A Brief Course in the History of Education.
Parker. History of Modern Elementary Education.
Munro. The Educational Ideal.
Adamson. Pioneers of Education.
Laurie. Educational Opinion since the Renaissance.

SCIENCE OF EDUCATION.

Science of Education including Psychology, Child Study and General Method.

(1) A course of lectures dealing in the main with the following topics:—

Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and reasoning. Feeling and emotions. Interest. Habit. Will. Character. Motor activity. Curiosity. Suggestion and imitation. Heredity and environment. Adolescence and child study.

The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education; its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

Liberal and applied education as supplementary to each other; place of industrial education in the educational system; relation of constructive work and manual activities to mental attitudes of children and to community life. Law, government, and social requirements as elements in education.

General method. Meaning of instruction. Instruction and education. Psychologic foundations of method. General principles. Function and conduct of the recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Some Thoughts concerning Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society.

References:—Dewey. School and Society. The School and the Child.
 Drummond. The Child.
 James. Talks to Teachers on Psychology.
 Kirkpatrick. Fundamentals of Child Study.
 McDougall. Psychology.
 Raymont. *Principles of Education*.
 Ruediger. The Principles of Education.
 Sandiford. *Mental and Physical Life of School Children*.
 Scott. Social Education.
 Strayer. A Brief Course in the Teaching Process.
 Thorndike. Elements of Psychology.
 Thorndike. Principles of Teaching.
 Pillsbury. Essentials of Psychology.

SCHOOL ORGANIZATION AND SCHOOL MANAGEMENT.

The discussion of the various topics mentioned below will include a statement of the School Law and Regulations of Ontario pertinent thereto:

1. Nature and problems; forms of educational control; executive and legislative functions of Department of Education; school boards and their functions; inspectors and other school officials; relation of inspectors and principals to teachers; relation of teachers to parents, pupils, caretakers, trustees; finance of education; local and provincial burdens; business administration.

2. Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural or technical schools; schools for sub-normal children, defectives and delinquents.

3. School sites and surroundings; school buildings, construction, care-taking, heating, ventilation, lighting, sanitation, decoration, equipment; libraries and apparatus; text books, their authorization, use and abuse; free text books.

4. The teacher; qualifications and certificates; appointment, tenure, promotion, improvement of status; superannuation of teachers.

5. The pupil; privileges and duties; classification; grading; promotion; retardation and elimination; school discipline.

6. Oral and written exercises; examinations; records; prizes and other incentives.

7. Time-tables and daily programmes for various types of schools; attendance records.

8. School hygiene; medical inspection.

References:—Bagley. Class-room Management.

Landon. Principles and Practice of Teaching and School Management.

The School Law and Regulations of Ontario.

Shaw. School Hygiene.

SPECIAL METHODS IN PUBLIC SCHOOL SUBJECTS.

For the details of courses in certain Public School subjects not mentioned under this heading, reference should be made to the subjects in Part II. For the details of courses in the subjects of Fifth Classes and Continuation Schools, reference should be made to the High School subjects defined below.

Language and Composition.—The importance of language training.

Oral and written composition; their relation; how habits of speaking and writing good English are formed.

Methods in oral and written composition; oral exercises as a means of obtaining free natural expression; principles governing criticism; relation of grammar to composition; the principles to be kept in view in conducting exercises in written composition; value of topical outlines; method of correcting compositions.

Mechanics of written composition; sentence and paragraph structure; paragraph compositions; punctuation marks; etc.

Materials for oral and written composition; principles governing the choice of topics in the different grades; outline of suitable material for different grades.

References:—Chubb. Teaching of English.

Bates. Talks on the Writing of English.

Public School Manuals.

Spelling.—Scope of Spelling.

Methods in Spelling: An examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Materials for spelling: principles of selection of material for spelling.

Literature.—The aims in teaching literature.

The nature and elements of literature.

Selection of subject-matter for literature lessons; qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections. Supplementary reading; use of library.

Methods in teaching literature.

Lesson procedure: teacher's preparation; pupils' preparation; total meanings grasped first; analysis of these; final reading.

References.—Chubb. Teaching of English.

McMurry. Special Method in Reading of English Classics.
Public School Manuals.

Grammar.—The topics to be discussed here are to be found in the prescription of work in Grammar as a High School subject.

Arithmetic.—The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic: analysis and synthesis; induction and deduction; graphic methods; use of concrete material, text-books and apparatus; importance of training in, and devices to secure, neatness, accuracy and speed in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic. Other topics are to be found under Arithmetic as a High School subject.

References.—McMurry. Special Method in Arithmetic.
Public School Manuals.

History.—The topics to be discussed here are to be found in the prescription of work in History as a High School subject.

Geography.—Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects: home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

References:—Geikie. The Teaching of Geography.
Redway. New Basis of Geography.
Frye. Home Geography.
Andrews. Seven Little Sisters.
Mill. International Geography.

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH.

(a) *Grammar*.—The purpose of teaching grammar. Recognition of correct forms of speech; the principles underlying their use. Difficulties of overcoming the use of incorrect forms acquired outside of school. Value of analysis of sentences and of the study of the functions and relations of words. Consideration of the courses in grammar in Elementary and Secondary Schools. What work should be covered in the first year in the Lower School? Necessity of securing variety. Work covered in the second year. Use of a text-book in grammar. The advantages and limitations of the inductive method in teaching grammar in the Secondary School.

(b) *Composition*.—Composition presupposes thought and feeling to be expressed and someone for whom expressed. Value of composition to the individual in defining his own thought. Greater social value. This social factor demands clearness and effectiveness of style. Varieties of composition: (1) written composition, including the formal essay, class exercises, and correspondence, (2) oral composition, including speeches and debates.

(1) *Written Composition*.—The formal essay. Subjects suited to the age and experience of the pupil. Different interests of pupils. Writing of the essay. How often written. In school or at home. Use of composition books. Collection of essays. Planning the essay. Preliminary discussion. Value of formal plans. Marking of essays. System of signs used in marking errors. Teachers' general criticisms. Re-writing of essays. Discussion of errors in class. Different types of errors. Value of individual work. Self-criticism by pupil.

The development of style. Importance of choosing the best line of treatment. Selection of subject-matter. Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the quality and range of the pupil's general reading upon his style.

Class exercises. Aim to give the pupil command over the elements of form and expression. Varieties of class work. Use of a text-book. Methods of dealing with exercises.

Correspondence.

(2) *Oral Composition*.—How oral composition differs from written composition with respect to subject-matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner, form of speech, vocal control. How to conduct an oral composition lesson.

(c) *Spelling*.—Causes of incorrect spelling. Necessity for teaching underlying principles. Importance of a knowledge of derivation. Value of rules.

(d) *Literature*.—Literature in the Secondary School. Purpose of teaching literature. Literature defined as essentially (a) artistic; (b) an expression of the ideal; (c) a reflection of life.

The emotional element in poetry. The poet as an ethical teacher. Free range of the imagination of the poet. The importance of the artistic element in poetry. The language of poetry. Principles governing the selection of material. Selections suitable for literature in the Lower School. List of books for supplementary reading. Complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library. The selection of books for the school library. Relations with the Public Library.

Methods of teaching literature. The extensive and the intensive study of literature compared. The introduction to the lesson. Difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature. The preliminary reading of the selection. The place of explanation of words and phrases. The importance of the teacher's ability to read well. Oral reading by the pupils, after study.

Memorization. The value of oral and written reproduction. Examinations in literature.

Methods of dealing with supplementary reading. Means of testing the pupils' outside reading.

(e) *Oral Reading*.—Methods of teaching reading. Attention to the principles of vocal expression; time; pitch; quality; force. The place and limitations of imitative reading. Class procedure. Relative values of prose and poetry as material for the lesson in reading.

References.—Carpenter, Baker and Scott. The Teaching of English.
Chubb. The Teaching of English.
Public and High School Manuals.

HISTORY.

The scope and nature of the subject-matter; the choice of materials for school use; what facts are of most worth.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The method of teaching; the lecture method; the Socratic method; "cause and effect" in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics.

The correlation of history with geography; with literature and composition; supplementary reading in history; the historical novel; school societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of reference; pictures and lantern slides.

The study of current events and present conditions in our own and foreign lands; analogies with events and conditions of the past.

References:—Bourne. The Teaching of History and Civics.

The Committee of Seven. The Study of History in Schools.
Public School Manual—History.

Macpherson. Visual Aids in the Teaching of History.

GEOGRAPHY.

Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

The use of Contour Maps to interpret and illustrate different land forms.

The High School Course will be dealt with academically and the best methods considered. Special stress will be put on the use of experimentation and observation.

References:—Chisholm. Handbook of Commercial Geography.

Geikie. The Teaching of Geography.

Holtz. The Teaching of Geography.

Mill. International Geography.

Salisbury. Physiography.

Salisbury. Barrow and Tower. Essentials of Geography.

Tarr and Von Engeln. Laboratory Manuals of Geography.

MATHEMATICS.

Arithmetic: Its value and scope; its relation to the other subjects on the curriculum; the origin of number: the various steps involved in the development of the number concept; number pictures; number symbols; the unit, its nature and use; the necessity for standard units; number a ratio; the Grube method, its merits and its defects; the fundamental processes and their relations; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place and treatment of mental arithmetic; the value of problems; the essentials of proper solutions; interest in problems for which the pupils themselves furnish the materials; problems depending upon local statistics; where and how to assist pupils; the unitary method, its merits and limitations; the fraction, considered as a quotient and as equal parts of a unit; development of the rules of fractions; decimals, as special fractions and as complements of common notation; approximate results; percentage and its applications to commercial arithmetic; value of tables; mensuration, the application of arithmetic to space relations; theoretical and practical methods; the necessity for the use of models; square root.

Algebra.—Arithmetical Algebra: Transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; surds and imaginary quantities; quadratic equations; method of dealing with problems and the object to be kept in view in their solution; correlation of algebra and geometry; graphical methods of illustrating formulæ and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.—Practical geometry to precede the theoretical: use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; the proposition, what should be done in the class and what at home; the analytic-synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing; exercise of invention; the place and importance of exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

References:—Smith. The Teaching of Elementary Mathematics.
Young. The Teaching of Mathematics.
Fink. A Brief History of Mathematics.

CLASSICS.

Latin.—Pronunciation: exercises in oral reading from Caesar and Virgil. Vocabulary: its nature and extent. The importance of repetition, correlation with English, and arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary. Various other devices.

Inflection: introductory lessons. The arrangements under types. Hints on the teaching of various lessons such as on the Third Declension of nouns, on adjectives and on verb forms.

Syntax: the teaching of syntax in connection with the translation of English sentences into Latin. The mode of treating it in connection with passages of authors read. Hints on the teaching of various lessons such as on the gerundive and gerund, conditional sentences, time clause, indirect discourse and the like.

Translation and kindred topics. The object of the course in translation. The difference between reading and translating; the stage at which reading and translating should begin; the choice and use of material for early reading in text-books and supplementary reading-books; a method for reading at sight; hints for the teaching of translation lessons in Caesar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering; the use of 'keys'; treatment of topics of grammar, history, archaeology and the like arising naturally from the context; use of charts and other forms of illustration; special consideration of the translating of Virgil; introductory lessons in Virgil; hints on the teaching of various passages; the metre of the Aeneid; memorization of typical selections.

Greek.—Aims and methods in teaching Greek, the importance of reading and translation; oral work in Greek teaching; pronunciation and accents; discussion of important lessons in White's First Greek book; the order of the lessons; method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.—Discussion of the merits of the best books for the teacher's library in Latin and Greek.

References.—Bennett and Bristol. The Teaching of Latin and Greek.
Johnston, H. W. Pamphlets on the Teaching of Caesar and Virgil.
Hale. Pamphlets on the Art of Reading.
Articles in the "Classical Journal".

MODERN LANGUAGES.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct Method. Pronunciation and oral work indispensable.

Phonetics; Practical course in Phonetics. Use of phonetic charts. Teaching by visualization.

Elementary Classes: How to conduct them without a text-book. Oral work combined with study of phonetics. Conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correcting of errors. Length of lesson. Aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material supplied by the teacher. How to acquire a vocabulary.

Grammar: Inductive teaching. Value of grammatical rules. Repetition. Use of Mnemonics. Deductive Method. Special illustrative lessons on essentials of French and German Grammar. Importance of the Verb. How to conduct a profitable drill.

Translation: When to introduce it. Dangers to be avoided. Transliteration and Translation. Various methods of conducting recitations. How to use the Reader. Cultivation of the literary taste. Reading of the text aloud in French or German by the teacher and by the pupil.

Composition: Based on models. Oral drill on the Reader. Translation from English. Free reproduction. Original themes and exercises. Writing of letters. Methods of correction. How to use a vocabulary and dictionary.

References:—Heath & Co. Report of the Committee of Twelve.
 Heath & Co. Methods of Teaching Modern Languages.
 Jespersen. How to Teach a Foreign Language.
 Savory & Jones. Sounds of the French Language.
 Bahlsten. Teaching of Modern Languages.
 Brebner. Method of Teaching Modern Languages in Germany.
 Sweet. Practical Study of Languages.
 Dumville. French Pronunciation.
 Rippmann. Elements of Phonetics.
 Breul. Teaching of Modern Languages.

SCIENCE.

The course in Science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under Elementary Science. Laboratory equipment. Methods of demonstration. Use of technical terms. Theories, facts, scientific laws. Text-books and reference books in Science.

Chemistry: Order of treatment: introductory work; chemical laws and theories; valency; formulae and equations; qualitative and quantitative experiments; chemical arithmetic.

Physics: methods in Heat, Light, Sound, Magnetism, Electricity, and Mechanics.

Biology: Methods of treatment. Dissection. Experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy: Purpose of High School Mineralogy. Its relation to Geography and Chemistry. Method of treatment of physical properties of minerals. Economic importance of minerals and rocks of Ontario. Familiarity with common rocks and minerals.

References:—Lloyd & Bigelow. Teaching of Biology.
Smith & Hall. Teaching of Physics and Chemistry.
Ganong. The Teaching Botanist.
Colton. Zoology.
Andrews. Practical Course in Botany.
Wilson and Hedley. Elementary Chemistry.
Gregory and Hadley. Classbook in Physics.

PART II.

While the same general purposes direct the courses in the subjects of both Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

ART.

METHODS OF TEACHING ART.

How to use the various mediums, pencil, charcoal, crayons, chalk (on blackboard and on paper), brush with water colours.

Outline drawing of simple models and of objects based upon them, in freehand perspective.

Drawing in light and shade of simple models and of objects based upon them, in freehand perspective.

The study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones, colour harmonies and tone relations.

Composition and space filling.

Principles of design and their application to pictorial, decorative and industrial art.

Lettering.

The use of geometric forms and of forms conventionalized from nature. Simple landscapes.

Simple figure drawing from cast and pose.

Use of the memory in drawing.

Drawing for reproduction.

Principles of perspective.

Illustrative or imaginative drawings.

How to care for, mount, and exhibit school drawings.

Elementary modelling.

How to study pictures.

Outline of historic ornament and styles of architecture.

A short history of the schools of art with outstanding artists.

References:—Polak and Quilter. The Teaching of Drawing.

Whitney. Blackboard Drawing.

Crane. Line and Form.

Prang. Art Education for High Schools.

Crane. Bases of Design.

Cross. Colour Theory.

Cross. Light and Shade.

Hatton. Figure Drawing.

Simons. Modelling.

Caffin. How to Study Pictures.

Practical Drawing, Arts and Crafts Course.

Commercial Work with Writing.—(a) Business Papers; Receipts, promissory notes, drafts, orders, cheques, bank drafts, bills of goods, invoices, endorsement and acceptance and consequent liability.

Bookkeeping: Double and Single Entry. Changing from Single to Double Entry.

References:—The Public and High School Text-books and Manuals.

(b) Writing: correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding: Position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The Course will include practical exercises in handwriting.

References:—The Public and High School Text-books and Manuals.

Constructive Work and Manual Training.—The nature and scope of Constructive Work. Its educational and practical values; its correlation with other subjects; exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of hand-work.

A practical course based on the following outline, with concurrent instruction in methods.

Typical forms of constructive work adapted to the capacities of children in the lower grades.

Cardboard work suitable for the higher grades of the Public School.

Mechanical drawing and freehand sketching; plans and blue-prints.

Woodwork: The workshop, tools, and materials, keeping tools in order; a short course in bench-work; designing.

References:—Gilman and Williams. Seat Work and Industrial Occupations.
Kidner. Educational Handwork.
Row. Educational Meaning of Manual Arts and Industries.
Sargent. Fine and Industrial Arts in Elementary Schools.
Crawshaw. Manual Arts for Vocational Ends.
Manual in Manual Training.

Elementary Science.—Meaning of Science and scientific method. Educational value of Science. Experimental work, how conducted, how recorded. Manipulation. Glass working. Making of simple apparatus. Simple chemical operations, as filtration, solution, evaporation, precipitation. More advanced treatment of topics in Nature Study. Methods in special topics of Biology and Physics of Lower School. Elementary textbooks.

References:—Gregory & Simmons. Lessons in Science.
Gregory & Hadley. Class-book in Physics.
Bailey & Coleman. First Course in Biology.
Manual of Suggestions for Teachers of Elementary Science.

Household Science.—A brief course of lectures with laboratory work.

This course includes a study of the following topics; the value of Household Science in the home, and the elementary school; its effect upon the community as it deals with common evils such as ignorance of food production and manufacture, with cooking processes, and with means of avoiding waste, etc.; house construction from the housekeeper's standpoint; disposal of sewage in a country home; the furnishing of the house, floor and wall treatment, kitchen equipment; the function of art in common life; the food principles; selection and preparation of foods; dietetics; home nursing; laundering.

References:—Wilson. Handbook of Domestic Science and Household Art.
Hutchinson. Food and Dietetics.
Snyder. Human Foods.
American School of House Economics, Chicago. Library of Home Economics.

Music.—The Course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils.

The Course will include:

Tune: All intervals of the Major Diatonic Scale, both from Tonic Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these, in simple and compound duple, quadruple and triple times. All the above in both Tonic Sol-Fa and Staff Notations.

Ear-training, in Time and Tune: Recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

Voice Training: Breath-control, tone-production, blending of the registers and general training for quality, range and flexibility.

Sight Singing: Singing from pointing on modulator or staff; singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: School Songs in one or two parts, with special attention to accent, enunciation, phrasing, quality of tone and expression.

Physiology: anatomy of lungs, larynx, and resonating cavities; various methods of breathing, action of vocal chords in production of tone, and influence of resonating cavities upon quality; care of voice in speaking and singing.

Methods: Teachers-in-training will be instructed in the grading of school music to suit the development of the pupils and in methods of teaching both systems.

References.—Educational Music Course, Teacher's Edition.
Teacher's Handbook of Tonic Sol-Fa System.

Nature Study.—Distinction from science. Purpose. Suitable materials. Methods with detailed treatment of typical topics from public school curriculum such as flowering plants, insects, birds, domestic animals, etc. Experimental work on functions and habits of animals and plants. Experimental treatment of common things as soap, salt, water, air, milk, soil, candle flame, etc. Discussion of special topics such as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References.—Comstock. Handbook to Nature Study.
Scott. Nature Study and the Child.
Hodge. Nature Study and Life.

Physical Training.—

Exercises for heart and lungs: deep breathing, running, hopping, rapid walking, "chopping" (with wands, dumb-bells or freehand), etc.

Exercises for the digestive organs: circlings, lateral movements of trunk, "diving," etc. (with wands, dumb-bells or freehand).

Muscular Development: action of the muscles. Exercises for the systematic development, with or without apparatus, of neck, trunk, arms and legs.

Corrective exercises: exercises for overcoming certain deformities or lack of symmetry.

Balance exercises: exercises for promoting a graceful and well-balanced carriage and co-ordination of muscles.

Military drill (for men only): the elements of squad, company and extended order drill; turning, marching, stepping, forming fours, etc., the formation of classes in position for physical drill, signalling.

Games and gymnastics, both indoor and outdoor.

Treatment of emergencies: first aid in fractures, dislocations and sprains, drowning, suffocation and fainting, cuts and hæmorrhage, and other accidents or emergencies.

Physiology and hygiene: personal hygiene, uses and care of organs of body.

References.—Barton. Physical Training
Infantry Training, 1911.
Gulick. Hygiene Series.
Martin. The Human Body.
Allen. Civics and Health.
Strathcona Trust. Physical Exercises for Schools.

Reading.—Scope of Reading: its correlation with other subjects; importance of training in reading; the pupils' previous preparation.

The processes involved in reading: the relation of ideas to symbols; the associations of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought.

Forms of reading: methods in reading; examination of the various methods of teaching beginners to read; devices for securing rapid word recognition and expressive reading; changes in purpose and methods of reading as determined by the development of the pupil's experience and powers; the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References.—Cullen. Steps in the Phonic System.
Clark. How to Teach Reading in the Public Schools.
Department of Education. The Manual in Primary Reading.

SEMINARS.

The seminars, each of which is a professional course of one hour per week throughout the session, include lectures, readings, reports, and discussions.

Seminars are offered in the following subjects: History of Education, Science of Education, Classics, Mathematics, English and History, Science, and Modern Languages.

COURSES FOR SPECIALISTS.

The examinations for Specialists will test, not only the candidates' skill in teaching and their familiarity with methods of instruction, but also and in particular their knowledge of the academic work of their departments.

The topics to be discussed in the Courses for Specialists follow:

English and History.—(a) The course in English for candidates for specialist certificates will include the following:

A review of the work in English Grammar, Composition, and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the Course in English throughout the various Forms of the High School. A detailed study of the methods of class-room procedure in the teaching of English and problems arising therefrom.

References:—Carpenter, Baker & Scott. The Teaching of English.
Chubb. The Teaching of English.

(b) The work for Specialists in History will include, (i) a study of particular periods of the prescribed History. (ii) Discussion of courses in History adapted for students of various ages, and of corresponding methods of teaching.

References:—Allen. The Place of History in Education.
Keatinge. Studies in the Teaching of History.
Jäger. The Teaching of History.
Langlois & Seignobos. Introduction to the Study of History.

Mathematics.—In this course will be discussed methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds, etc.

References:—Schultze. The Teaching of Secondary Mathematics.
Smith. The Teaching of Geometry.
Young. The Teaching of Mathematics.
Fink. A Brief History of Mathematics.

Classics.—The course in translation for Specialists includes an intensive study of methods with their application to the teaching of the authors read in the Upper School, such as Horace, Cicero and Homer. The course in grammar and composition for Specialists includes these topics: the object and extent of the teaching of grammar and composition in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous prose selections; typical composition lessons, oral and written.

References:—Bennet and Bristol. The Teaching of Latin and Greek.
Johnston. Pamphlets on the Teaching of Caesar and Virgil.
Hale. Pamphlets on the Art of Reading.
Articles in the "Classical Journal".

Modern Languages:—This course will lay special stress upon the teaching of Phonetics, the Direct Method in the class-room, a study of French and German life, customs, and institutions, use of wall pictures, composition and reproduction work.

References:—Heath & Co. Report of the Committee of Twelve.
Heath & Co. Methods of Teaching Modern Languages.
Jespersen. How to Teach a Foreign Language.
Savory & Jones. Sounds of the French Language.
Bahlsen. Teaching of Modern Languages.
Brebner. Method of Teaching Modern Languages in Germany.
Sweet. Practical Study of Languages.
Dumville. French Pronunciation.
Rippmann. Elements of Phonetics.
Breul. Teaching of Modern Languages.

Science.—Relation of Science to other subjects. Chief educational values of Science. Scientific periodicals and books. Lantern projection. Photography. Making of lantern slides. Laboratory furniture. Examination of and practice in use of the apparatus used in High Schools. Discussion of special topics in relation to High School curriculum.

References:—Ganot, Watson, and Edser. Textbooks in Physics.
Mann. The Teaching of Physics.
Mellor. Modern Inorganic Chemistry.
Newth. Chemical Lecture Experiments.
Kerner. Natural History of Plants.
Davis. Natural History of Animals.

COURSE FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; the development of the pupil rather than of his intellect or of the subject taught; the development of capacity as an aim of school work; the use of interests and natural tendencies for educational ends; moral and aesthetic training; the industrial aspects of school work; education for urban and rural life; medical inspection and care of physical welfare; use of examinations.

Modern Educational Systems: A comparative view of the educational systems of Great Britain, Germany, France, and United States.

Suggested References:—Ontario Agricultural College, Nature Study Leaflets.
 Bailey. The Nature Study Idea.
 Burrage & Bailey. School Sanitation and Decoration.
 Dean. The Worker and the State.
 De Garmo. Education and Interest.
 Dewey. The Educational Situation. School and Society.
 Dutton and Snedden. School Administration.
 Kern. Among Country Schools.
 Seath. Education for Industrial Purposes.
 Snedden. Vocational Education.
 Scott. Social Education.
 Shaw. School Hygiene.
 Balfour. Educational Systems of Great Britain and Ireland.
 Paulsen. German Education.
 Hughes. Making of Citizens.
 Dexter. History of Education in United States.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), etc., Egerton Ryerson (Putman).

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the Continuation Schools Act, the High Schools Act, the Truancy Act, the Industrial Education Act, the Public Libraries Act, Department of Education Act, the Schools Sites Act and the Regulations of the Education Department of Ontario and in particular with the law and regulations in regard to the appointment and authority, qualifications and duties of inspectors.

4. School Inspection and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of competency to instruct and to supervise instruction in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in education, while they have also become more professional in purpose; and the examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Education Department of Ontario exempts the holder of the Degree of B.Paed. or D.Paed. from one or two (as the case may be) of the seven years of experience required of candidates for Inspectors' certificates.

The new Courses in Pedagogy become effective July 1, 1914. Candidates now registered in the old Courses may transfer to the new Courses, or they may remain registered in the old Courses provided that they complete such Courses not later than December, 1915. Candidates who have completed a Part or Section of an old Course will receive standing *pro tanto* if they transfer to a new Course.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (a) a degree in Arts, not being an honorary degree, from any university in the British Dominions; and (b) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass an examination in the Science of Education, in Educational Psychology, in the History of Education and Educational Systems, and in Educational Administration and Organization.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10. The fee for extra-mural assistance (if required) shall be \$3 for each subject.

5. The examination shall be held in December at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by

the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee is \$10 for the full examination or \$3 for each subject if taken separately. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each subject may be taken and will be examined on separately. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References :—Alexander. A Short History of Philosophy.

Watson. Outlines of Philosophy.

Mill. Utilitarianism.

Spencer. Education.

Bagley. The Educative Process.

Dewey. { The School and Society.
The School and the Child.

Mac Cunn. The Making of Character.

(ii) Educational Psychology. (Two papers.)

References:—Hall. Aspects of Child Life.

James. Text Book of Psychology.

McDougall. Physiological Psychology.

Münsterberg. Psychology and the Teacher.

Pillsbury. Essentials of Psychology.

Sandiford. Mental and Physical Life of School Children.

Titchener. Outlines of Psychology.

(iii) The History of Education and Educational Systems. (Two papers.)

References:—Graves. History of Education (3 vols.).
 Monroe. Textbook in the History of Education.
 Freeman. Schools of Hellas.
 Wilkins. Roman Education.
 Monroe. Source Book for the History of Education.
 Woodward. Vittorino da Feltre.
 Parker. History of Modern Elementary Education.
 Monroe. Comenius.
 Davidson. Rousseau and Education according to Nature.
 Green. Pestalozzi's Educational Writings.
 De Garmo. Herbart and the Herbartians.
 Fletcher Walton. Froebel's Chief Educational Writings.

(iv) Educational Administration and Organization, including an examination of the present-day educational systems of Germany, France, England, and the United States. (Two papers.)

References:—Balfour. Educational Systems of Great Britain and Ireland.
 Bolton. The Secondary School System of Germany.
 Brown. American High Schools.
 Butler. Education in the United States.
 Dutton & Snedden. Administration of Education in the United States.
 Eliot. Educational Administration.
 Farrington. The Public Primary School System of France.
 Farrington. French Secondary Schools.
 Greenough. The Evolution of the Elementary Schools of Great Britain.
 Hollister. High School Administration.
 Hughes. The Making of Citizens.
 Monroe. Cyclopedia of Education.
 Seeley. The Common School System of Germany.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions.

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions and a first class or High School assistant's certificate or its equivalent.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10. The fee for extra-mural assistance (if required) is \$3 for each subject of the course.

4. The candidate shall pass an examination in the Science of Education, in Educational Psychology, in the History of Education, and in Educational Administration. He shall also submit on or before November 1st, a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis.

5. The examination, which may be taken as a whole or separately in subjects, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's degree.

6. The fee for the whole examination is \$10, and for each subject, when taken separately, \$3. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References:—Bosanquet. Education of the Young in Plato's Republic.

Adams. Evolution of Educational Theory.

Bosanquet. Philosophic Theory of the State.

Adamson. Outlines of Modern Philosophy.

Hobhouse. Morals in Evolution.

Croce. Philosophy of the Practical (trans. Ainslie).

Henderson. Textbooks in the Principles of Education.

Ward. Applied Sociology.

Cooley. Human Nature and the Social Order.

(ii) Educational Psychology. (Two papers.)

References:—Hall. Adolescence. 2 vols.

Hobhouse. Mind in Evolution.

Huey. Psychology and Pedagogy of Reading.

James. Principles of Psychology. 2 vols.

Ladd & Woodworth. Elements of Physiological Psychology.

McDougall. Social Psychology.

Rusk. Introduction to Experimental Education.

Thorndike. Educational Psychology. 3 vols.

(iii) The History of Education and Educational Systems from 1800 to the present day, with special reference to Germany, France, Great Britain, the United States, and Ontario. (Two papers.)

References:—Balfour. The Educational Systems of Great Britain and Ireland.

Brown. The Making of our Middle Schools.

Coleman. Public Education in Upper Canada.

Dexter. History of Education in the United States.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Findlay. Arnold at Rugby.

Fletcher & Welton. Froebel's Chief Educational Writings.

Graves. History of Education (vol. 3).

Green. Pestalozzi's Educational Writings.

Herbart. Outlines of Educational Doctrine (Lange and De Garmo).

Monroe. Textbook on the History of Education.

Parker. History of Modern Elementary Education.

Paulsen. German Education, Past and Present.

Putman. Egerton Ryerson and Education in Upper Canada.

Russell. German Higher Schools.

Spencer. Education.

Candidates are also advised to consult, if accessible, the following:

The Special Reports of the English Department of Education.

The Reports of the United States Commissioner of Education.

The Reports of the Minister of Education, Ontario.

Monroe's Cyclopedia of Education and Hodgins' Documentary History of Education in Upper Canada.

(iv) Educational Administration and Organization in Germany, France, England, and the United States, and with special reference to the administration and organization of education in Ontario. (Two papers.)

References:—Brown. The Training of Teachers for Secondary Schools.

Burstall and Douglas. Public Schools for Girls.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Johnson. High School Education.

Kandel. Elementary Education in England.

Kandel. The Training of Elementary Teachers in Germany

Norwood and Hope. Higher Education of Boys in England.

Ontario. The Acts, Regulations, Instructions of the Department of Education.

Paulsen. German Education Past and Present.

Payne. Public Elementary School Curricula.

Russell. German High Schools.

Sachs. The American Secondary School and some of its Problems.

Sandiford. The Training of Teachers in England and Wales.

Seath. Education for Industrial Purposes.

Strayer and Thorndike. Educational Administration.

(Candidates are advised to consult, if accessible, the Special Reports of the Board of Education, England; the Reports of the United States Commissioner of Education, the Reports of the Minister of Education, Ontario; and Monroe's Cyclopedia of Education.)

THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO COURSES OFFERED BY THE FACULTY OF EDUCATION.

I. In response to the requests of teachers who wish to improve their status the Department of Education offers the following courses in the Summer Session of 1914:

1. A Course in Manual Training for the Provincial certificate in Elementary Manual Training.

2. A course in Household Science for the Provincial certificate in Elementary Household Science.

3. A course in Vocal Music for Provincial certificates as Supervisors of Music in the Public and Separate Schools and as Specialists in High Schools.

4. A course in Physical Culture for Provincial certificates as Supervisors in Public and Separate Schools and as Specialists in High Schools.

5. A course in Commercial Work for the Elementary Commercial certificates and for Provincial certificates as Commercial Specialists.

6. A course in Parts C & D of the Examination for Entrance to the Faculties of Education.

7. A course in Part B of the Examination for Entrance to the Normal Schools.

These courses begin July 1, and last five weeks. They are followed immediately by regular Departmental Examinations. In courses 5, 6 and 7, the Faculty of Education offers guidance by correspondence in preparation for the Summer Session.

By special arrangement with the Department of Education, all these Summer Courses are offered *free* of tuition fees to teachers.

II. The Faculty of Education offers in 1914 Summer Courses in two subjects of the Courses in Pedagogy (B.Paed. and D.Paed). It also offers for those exempt from attendance, Summer Courses in the subjects of the First Class and High School Assistants' examinations.

REGISTER OF STUDENTS.

FACULTY OF EDUCATION,

Advanced Course.

Allen, Lillian M.....	Toronto.	Jenner, Madeline M....	Kingsville.
Allison, Rowena.....	Toronto.	Kennedy, Jessie.....	Thorndale.
Arnold, Leita E.....	Athens.	Keogh, Maud A.....	Aldershot.
Ashall, Elsie.....	Toronto.	Kerr, Maybelle G....	Owen Sound.
Atkin, Edith.....	St. Thomas.	Kettlewell, Beatrice M....	Toronto.
Barlow, Fred J.....	Toronto.	Kilgour, Hugh B.....	Toronto.
Bell, Edwin T.....	Toronto.	King, Eva W.....	Hickson.
Boyd, Friede K.....	Bobcaygeon.	Kinnear, Jennie A.,	Port Colborne.
Brownlee, Eva M.....	Elphin.	Macdonald, Frederick J..	London.
Burns, Jean.....	Brantford.	Mace, Isobel M.....	Toronto.
Burwash, Miriam...	New Liskeard.	MacKichan, Peter.....	Parkhill.
Clarke, Lorne H....	Stouffville.	Macklin, Hattie.....	Stratford.
Clement, Jessie M....	Deseronto.	Madill, Fred C.....	Claremont.
Colbeck, Marjorie M....	Toronto.	Manley, Mary J.....	London.
Collins, James....	Carlsbad Springs	Martin, Grace.....	London.
Cook, Alta Lind.....	Toronto.	Martin, William H.....	London.
Crawforth, Alma W....	Whitby.	McCrimmon, Leon R....	Toronto.
Crawforth, Beatrice M....	Whitby.	McGwan, Thomas J....	Cobourg.
Danard, Chas. E.....	Kemble	McKenna, Bessie J....	St. Thomas.
Daniher, Ernest LeR..	Windsor.	McLean, Muriel G.....	Toronto.
Davidson, Annie B....	Toronto.	McLellan, Mary A.....	Toronto.
Davis, Pearl I.....	Wingham.	McVean, Kathleen.....	Dresden.
DeGuerre, Laura B....	Toronto.	Menzies, Leslie P.....	Sarnia.
Denton, Lily.....	Toronto.	Muirhead, Jessie.....	Toronto.
Devitt, Samuel G.....	Lindsay.	Murch, Norman L....	Stratford.
Douglas, Leila I.....	Strathroy.	Oldham, Ida M.....	Mr. Albert.
Eakins, Cora M.....	Toronto.	Owen, Margaret F.....	Toronto.
Elliott, Frederick V..	Bryanston.	Phelp, Winifred E.....	Brighton.
Elliott, Kathleen F....	Belleville.	Phillips, Edith V.....	Toronto.
Elliott, Martha G.....	Belleville.	Pugh, H. Clifford.....	Wingham.
Ferris, Kathleen B..	Campbellford.	Redman, Dora E.....	Birch Cliff.
Finch, Ilma M.....	Hagersville.	Robins, John D.....	Windsor.
Fleming, Rita M....	Owen Sound.	Ross, Margaret C.....	Doon.
Forestell, Daniel L..	Campbellford.	Ross, Margery E.....	Welland.
Fraser, Emily.....	Stratford.	Rowlin, Blanche H....	Toronto.
Gardner, Gwendolen...	Toronto.	Sims, Viola.....	Toronto.
Gauley, Robert J. P..	Brentwood.	Smillie, Emmaline E....	Toronto.
Gilroy, Emily I....	Mount Forest.	Smith, Hilda C. H.....	Toronto.
Goring, Ralph B....	Woodstock.	Spence, Ruth E.....	Toronto.
Graham, Samuel J....	Fenelon Falls.	Stollery, Edith.....	Toronto.
Gray, Joseph E.....	Mayfield.	Taylor, A. May.....	Lorne Park.
Harper, Gertrude A....	Toronto.	Thomas, Isabel M.....	Toronto.
Heydon, Bertha M....	Toronto.	Train, Florence B....	Collingwood.
Hodgson, Ernest A....	Toronto.	Twiss, Dalton L.....	Tillsonburg.
Holmes, Margaret....	Winchester.	von Gunten, Louise....	Blenheim.
Hooper, Hazel C.....	Toronto.	Wallace, Muriel J. W....	Toronto.
Hunter, Rilla.....	Orangeville.	Wallace, Belinda.....	Woodbridge.
Ingham, Harriet.....	Toronto.	Watson, Hazel E.....	Georgetown.

Whitney, Viola L.....	Atherley.	Wilson, Margaret G....	Brampton.
Williams, Gypsy.....	Toronto.	Wookey, Gladys E.....	Toronto.
Williams, Winnifred....	Ingersoll.	Zuern, Maude E.....	Toronto.
Willoughby, Ernest F....	Chicago.		

General Course

Adams, Edith F.....	Toronto.	Foster, Isabel.....	Cayuga.
Adams, Ada.....	Peterborough.	Fowler, Mary.....	Toronto.
Allen, Eula.....	Aylmer.	Fritz, Myrtle E.....	Guelph.
Anderson, Kate F....	Niagara Falls.	Gleeson, Nora.....	London.
Archibald, S. Wallace...	Seaforth.	Gliddon, Mildred.....	Union.
Atkinson, Walter L....	Guelph.	Grieve, Bessie M.....	Seaforth.
Barnby, Vera E.....	Lambeth.	Hale, Dorothy L.....	Orillia.
Bates, Nettie M. L....	Aylmer.	Halford, Mary A....	St. Hyacinthe.
Beattie, Phyllis M....	Hespeler.	Hall, Delia.....	Toronto.
Benness, Helen S.....	Toronto.	Halliday, Clarence P....	Chesley.
Bissett, Margaret.....	Goderich.	Hartley, Floyed C....	Brantford.
Blake, Pauline A. M....	Simcoe.	Hartry, Norma.....	Seaforth.
Boothby, Erma I.....	Collingwood.	Henderson, John McC...	Brussels.
Brewster, Gladys I....	Havelock.	Hinchley, John M.....	Seaforth.
Brown, David D.....	Owen Sound.	Holmes, Ciela P.....	Queensboro.
Bryant, Joyce.....	Midland.	Houser, Evelyn G....	Humberstone.
Cameron, Robert C....	Tiverton.	Houston, William J....	Creemore.
Campbell, Margaret S.,	Northwood.	Howlett, Charlotte....	Elora.
Carruthers, Orville K....	Almira.	Huffman, Gertrude E..	Woodstock.
Cavanagh, Tessie M....	Barrie.	Hunter, Florence E....	Hamilton.
Chantler, Annie.....	Toronto.	Ingoldsby, T. Gordon..	Mayfield.
Charteris, Gwendoline I.,	Chatham.	Jarvis, Charles R.....	Toronto.
Cleland, Margaret O....	Listowel.	Job, Mabel D.....	Barrie.
Clemens, Grace A.....	Berlin.	Johnston, Helen A....	Toronto.
Clement, Isabella....	Chesterville.	Johnston, W. B.....	Winona.
Cochrane, Grace H.,	Owen Sound.	Jones, Mildred M.....	Bear Line.
Cole, Margery K.....	Dutton.	Jordan, John C.....	Dublin.
Condie, Bessie.....	Smith's Falls.	Kerr, Martin.....	Hamilton.
Coon, Myrtle I.....	Guelph.	Kerruish, Hubert B....	Fergus.
Corkery, Emma.....	Peterborough.	Kidd, Gazy A.....	Cookstown.
Crate, Della F.....	Toronto.	Lake, Ettie M.....	Hamilton.
Crosthwaite, Nellie....	Hamilton.	Laurie, Bessie M.....	Hamilton.
Dawson, Viola M.,	St. Catharines.	Lavis, Grant F.....	Morrisburg.
De Cou, Katherine E....	Chatham.	LeBoeuf, Emilie A....	Ojibway.
Depew, Viola.....	Stoney Creek.	Leslie, Gordon E.....	Guelph.
Dickson, Archie C....	Seaforth.	Leuty, Stanley.....	Burnhamthorpe.
Donaldson, Alta S. I....	Ottawa.	Linklater, Ernest W....	Wingham.
Dowd, Winnie M.....	Listowel.	Lock, Ernest H.....	Toronto.
Drew, Cecil.....	Cannington.	Lyle, Laura.....	Smith's Falls.
Drew, Margaret W.....	Guelph.	Lynch, Anastasia E....	Arthur.
Duff, Elizabeth A.....	Hamilton.	Lyons, Pauline.....	Woodstock.
Dunn, Catharine.....	Toronto.	MacDougall, Jean T....	Lindsay.
Easson, Ida B.....	Stratford.	MacGregor, Joan.....	Balaclava.
Fick, Ellis L.....	Tillsonburg.	Macintosh, N. J.....	Toronto.
Fiddis, Gordon.....	Elmwood.	Mackersie, William G.,	Uptergrove.
Finlayson, Roderick A.,		MacLeod, Georgina I..	Beamsville.
	Campbellton.	Manning, Kathleen....	Toronto.
Fischer, Peter.....	Berlin.	Marshall, Alex. W....	Peterborough.
Fleming, Earl.....	Simcoe.	Marshall, Hazel J.....	Barrie.
Fleming, Eva.....	Grimsby.	Marwick, Bruce D.....	Watford.

Matthews, Frances.....	Hamilton.	Scott, Walter F.....	Brussels.
McBurney, Robert S.....	Wingham.	Shannon, Norma.....	Napanee.
McClellan, John.....	Whitby.	Shepherd, Zilla E.....	Strathroy.
McCoig, Alice.....	Mull.	Sinclair, Daniel J.....	Stayner.
McCowell, John P.....	Hamilton.	Smyth, Annie F.....	Tormore.
McDonald, James H.....	Guelph.	Somerville, Eva.....	Goderich.
McDonald, Kate M.....	Cobalt.	Spaulding, Herbert E.....	Aurora.
McDonald, Margaret D.....	Guelph.	Staples, Edna E.....	Orono.
McDonald, Robert H.....	Lakeside.	Stapleton, Louis J., St.	Columban.
McDowell, Jane.....	Uxbridge.	Steinhoff, Ethel.....	Markham.
McKillop, Jessie.....	Dutton.	Stevenson, Marjorie.....	London.
McKinnon, Archie L.....	Orton.	Stewart, Jennie.....	Pembroke.
McLellan, Norman A.,	Streetsville.	Stickwood, Herbert F.,	Newmarket.
McMillan, Roy J.....	Stratford.	Strathdee, Mary.....	Ripley.
McPhail, Alex H.....	Campbellville.	Strickland, Valeria.....	Cannington.
Melady, Thomas S.....	Dublin.	Stubbs, Mabel.....	Norval Station.
Meston, F. Beatrice.....	Guelph.	Sullivan, D. N.....	Toronto.
Millard, Lena.....	Bridgeburg.	Swinton, Kathleen A.....	Thorold.
Mole, William H.....	Toronto.	Tamblyn, Frank A.....	Blyth.
Mott, Olive.....	Norwich.	Thompson, M. Amelia,	Wellington.
Mullette, Fernia H.....	Lindsay.	Thomson, T. Muir.....	Brussels.
Murray, Gertrude.....	Toronto.	Trewin, Robert F.....	Toronto.
Nesbitt, Robert N.....	Lindsay.	Upper, Marion.....	Thorold.
Newton, Sarah E.....	Toronto.	Vogan, Robert G.....	Millbank.
Noble, William H.....	Castlederg.	Walker, Laura M.....	Toronto.
Nunn, Penelope L.....	Hamilton.	Ward, Elmer W.....	Meaford.
O'Connor, Camilla M.....	Whitby.	Ward, Wilmyr G.....	Niagara Falls.
O'Connor, Katie.....	Whitby.	Waring, Arthur W.....	Ingersoll.
O'Driscoll, Irene.....	Toronto.	Warnock, Grace I.....	Goderich.
Pacey, Mabel I.....	Havelock.	Watson, Eleanor.....	Waterloo.
Partridge, James A.....	Warkworth.	Watson, Louisa S.....	Priceville.
Paton, William D.....	Fergus.	Watson, Marion.....	Seaford.
Petrimoulx, Loretto M.	Sandwich.	Webster, Helen.....	Owen Sound.
Pike, Abram B.....	Bethesda.	Weiller, Eugene.....	Mildmay.
Porter, William A.....	Ravenswood.	Wells, Vera M.....	Dresden.
Prueter, Herbert J.....	Listowel.	Wheeler, Harold A.....	Brigden.
Quantz, Ella I.....	Langstaff.	Whitelaw, Florence M.,	Woodstock.
Reid, Gladys M.....	Hamilton.	Wightman, K. St. C.....	Sandwich.
Rhodes, Frances E.....	Point Edward.	Wilson, Laura I.....	Brantford.
Rice, Elsie.....	Oshawa.	Wismer, May.....	Essex.
Roberts, Florence.....	Belleville.	Witton, Agnes P.....	Hamilton.
Robinson, Robert H.....	Fergus.	Woodcock, Mary.....	Cobourg.
Ross, A. Munro.....	Innerkip.	Worden, Ernest H. G.....	Guelph.
Scott, Jean L.....	Victoria Square.	Wright, Cassie.....	Hanover.

Courses for Specialists only.

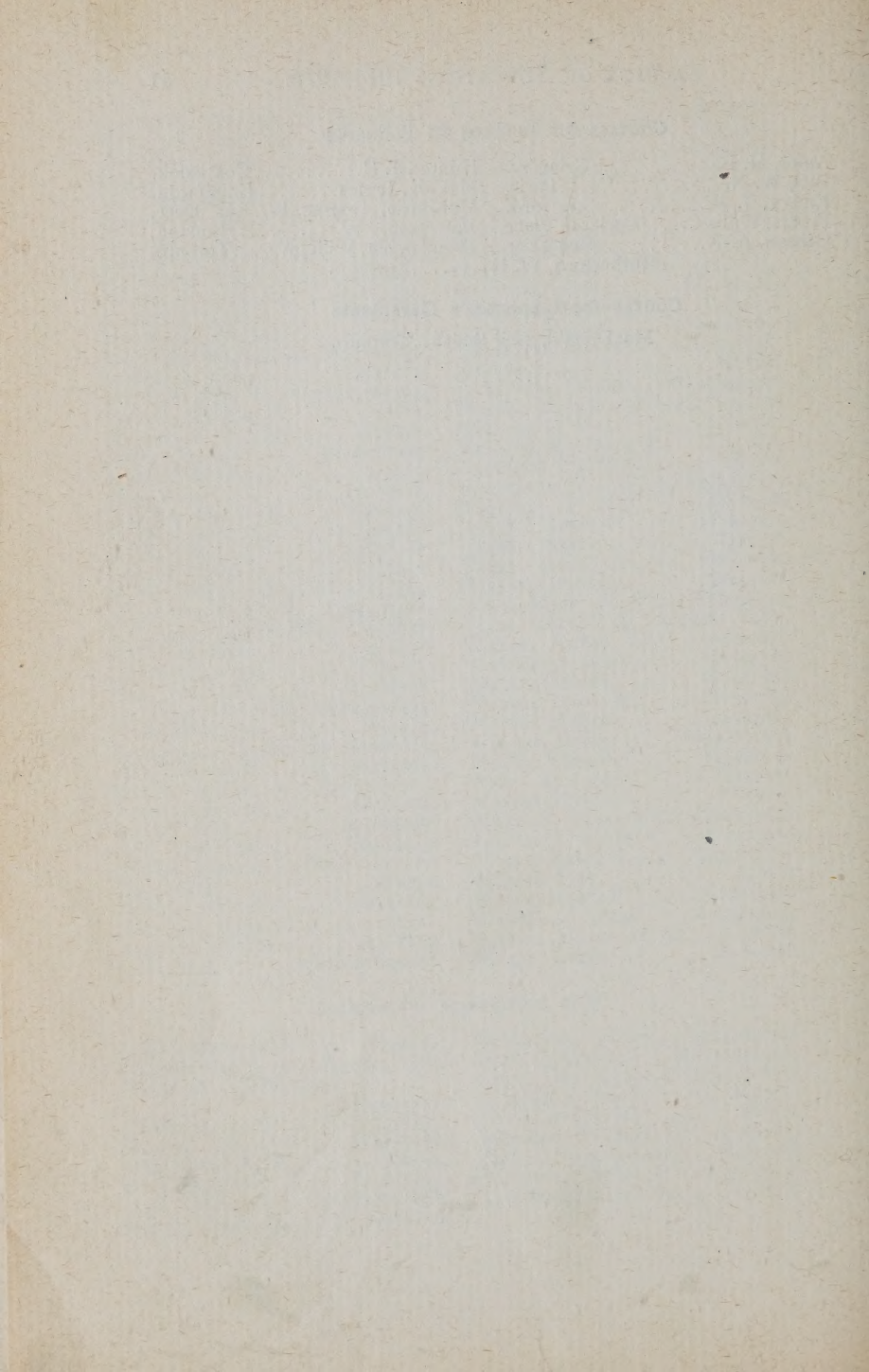
Baker, Marguerite.....	Toronto.	Henderson, James.....	Craigsholme.
Browne, Carl S.....	Bowmanville.	Hone, Arthur D.....	Peterborough.
Campbell, Geo. Stewart,		Knox, John Knox.....	Craigsholme.
	Ridgetown.	Leonard, Lottie P.....	Regina.
Clarke, Bruce W.....	Toronto.	Lower, Arthur R.....	Barrie.
Durnin, Edwin W.....	Cornwall.	Morrison, William J.....	Listowel.
Ellis, Oscar F. W.....	Ottawa.	Parker, Frances Gray.....	Seaford.
Hair, Margaret.....	Waterford.	Stenhouse, Rebecca.....	Avonmore.
Hall, Grace.....	Vankleek Hill.	Trotter, Elizabeth E.....	Toronto.
Hamer, Lottie E.....	Norwich.		

Courses for Degrees in Pedagogy.

Amos, H. E.	Grimsby.	Hunter, J. H.	Coaticook.
Bell, W. N.	Paris.	McCaig, James.	Edmonton.
Emery, J. W.	Stratford.	McKenzie, George W.	Red Deer.
Froats, Willis C.	Carleton Place	Patterson, W. J.	London.
Gibson, A. R.	Red Deer.	Prendergast, William.	Toronto.
	Rutherford, W. H.		Toronto.

Course for Inspector's Certificate.

MacDonald, Neil Smith. .Toronto.



The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION
1915-1916

UNIVERSITY PRESS
TORONTO

THE
CALENDAR
OF THE
University of Toronto



FACULTY OF EDUCATION
1915-1916

UNIVERSITY PRESS
TORONTO

ADMINISTRATIVE OFFICERS.

The University.

<i>President</i> ..	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
<i>Registrar</i>	JAMES BREBNER, B.A.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, ESQ.
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<i>Superintendent of Buildings and Grounds:</i>	
	COLIN GRAHAM CAMPBELL, B.A.
<i>Manager of the University Press</i>	RICHARD J. HAMILTON, B.A.

Faculty of Education.

<i>President</i> ..	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
<i>Dean</i>	WILLIAM PAKENHAM, B.A.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Faculty of Education should be addressed to the Secretary of the Faculty of Education, Bloor Street, Toronto.

1915

CALENDAR

1915

JANUARY	FEBRUARY	MARCH	APRIL
Sun. . . 3 10 17 24 31	Sun. . . 7 14 21 28	Sun. . . 7 14 21 28	Sun. . . 4 11 18 25
Mon. . . 4 11 18 25 ..	Mon. . . 1 8 15 22 ..	Mon. . . 1 8 15 22 29	Mon. . . 5 12 19 26
Tues. . . 5 12 19 26 ..	Tues. . . 2 9 16 23 ..	Tues. . . 2 9 16 23 30	Tues. . . 6 13 20 27
Wed. . . 6 13 20 27 ..	Wed. . . 3 10 17 24 ..	Wed. . . 3 10 17 24 31	Wed. . . 7 14 21 28
Thur. . . 7 14 21 28 ..	Thurs. . 4 11 18 25 ..	Thur. . . 4 11 18 25 ..	Thur. . . 1 8 15 22 29
Fri. . . 1 8 15 22 29 ..	Fri. . . 5 12 19 26 ..	Fri. . . 5 12 19 26 ..	Fri. . . 2 9 16 23 30
Sat. . . 2 9 16 23 30 ..	Sat. . . 6 13 20 27 ..	Sat. . . 6 13 20 27 ..	Sat. . . 3 10 17 24 ..
MAY	JUNE	JULY	AUGUST
Sun. . . 2 9 16 23 30	Sun. . . 6 13 20 27	Sun. . . 4 11 18 25	Sun. . . 1 8 15 22 29
Mon. . . 3 10 17 24 31	Mon. . . 7 14 21 28	Mon. . . 5 12 19 26	Mon. . . 2 9 16 23 30
Tues. . . 4 11 18 25 ..	Tues. . . 1 8 15 22 29	Tues. . . 6 13 20 27	Tues. . . 3 10 17 24 31
Wed. . . 5 12 19 26 ..	Wed. . . 2 9 16 23 30	Wed. . . 7 14 21 28	Wed. . . 4 11 18 25 ..
Thur. . . 6 13 20 27 ..	Thur. . . 3 10 17 24 ..	Thur. . . 1 8 15 22 29	Thur. . . 5 12 19 26 ..
Fri. . . 7 14 21 28 ..	Fri. . . 4 11 18 25 ..	Fri. . . 2 9 16 23 30	Fri. . . 6 13 20 27 ..
Sat. . . 1 8 15 22 29 ..	Sat. . . 5 12 19 26 ..	Sat. . . 3 10 17 24 31	Sat. . . 7 14 21 28 ..
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Sun. . . . 5 12 19 26	Sun. . . 3 10 17 24 31	Sun. . . 7 14 21 28	Sun. . . . 5 12 19 26
Mon. . . . 6 13 20 27	Mon. . . 4 11 18 25 ..	Mon. . . 1 8 15 22 29	Mon. . . . 6 13 20 27
Tues. . . . 7 14 21 28	Tues. . . 5 12 19 26 ..	Tues. . . 2 9 16 23 30	Tues. . . . 7 14 21 28
Wed. . . . 1 8 15 22 29	Wed. . . 6 13 20 27 ..	Wed. . . 3 10 17 24 ..	Wed. . . . 1 8 15 22 29
Thur. . . . 2 9 16 23 30	Thur. . . 7 14 21 28 ..	Thur. . . 4 11 18 25 ..	Thur. . . . 2 9 16 23 30
Fri. . . . 3 10 17 24 ..	Fri. . . 1 8 15 22 29 ..	Fri. . . . 5 12 19 26 ..	Fri. . . . 3 10 17 24 31
Sat. . . . 4 11 18 25 ..	Sat. . . 2 9 16 23 30 ..	Sat. . . . 6 13 20 27 ..	Sat. . . . 4 11 18 25 ..

1916

CALENDAR

1916

JANUARY	FEBRUARY	MARCH	APRIL
Sun. . . . 2 9 16 23 30	Sun. . . . 6 13 20 27	Sun. . . . 5 12 19 26	Sun. . . . 2 9 16 23 30
Mon. . . . 3 10 17 24 31	Mon. . . . 7 14 21 28	Mon. . . . 6 13 20 27	Mon. . . . 3 10 17 24 ..
Tues. . . . 4 11 18 25 ..	Tues. . . . 1 8 15 22 29	Tues. . . . 7 14 21 28	Tues. . . . 4 11 18 25 ..
Wed. . . . 5 12 19 26 ..	Wed. . . . 2 9 16 23 ..	Wed. . . . 1 8 15 22 29	Wed. . . . 5 12 19 26 ..
Thur. . . . 6 13 20 27 ..	Thur. . . . 3 10 17 24 ..	Thur. . . . 2 9 16 23 30	Thur. . . . 6 13 20 27 ..
Fri. . . . 7 14 21 28 ..	Fri. . . . 4 11 18 25 ..	Fri. . . . 3 10 17 24 31	Fri. . . . 7 14 21 28 ..
Sat. . . . 1 8 15 22 29 ..	Sat. . . . 5 12 19 26 ..	Sat. . . . 4 11 18 25 ..	Sat. . . . 1 8 15 22 29 ..
MAY	JUNE	JULY	AUGUST
Sun. . . . 7 14 21 28	Sun. . . . 4 11 18 25	Sun. . . . 2 9 16 23 30	Sun. . . . 6 13 20 27
Mon. . . . 1 8 15 22 29	Mon. . . . 5 12 19 26	Mon. . . . 3 10 17 24 31	Mon. . . . 7 14 21 28
Tue. . . . 2 9 16 23 30	Tues. . . . 6 13 20 27	Tues. . . . 4 11 18 25 ..	Tues. . . . 1 8 15 22 29
Wed. . . . 3 10 17 24 31	Wed. . . . 7 14 21 28	Wed. . . . 5 12 19 26 ..	Wed. . . . 2 9 16 23 30
Thur. . . . 4 11 18 25 ..	Thur. . . . 1 8 15 22 29	Thur. . . . 6 13 20 27 ..	Thur. . . . 3 10 17 24 31
Fri. . . . 5 12 19 26 ..	Fri. . . . 2 9 16 23 30	Fri. . . . 7 14 21 28 ..	Fri. . . . 4 11 18 25 ..
Sat. . . . 6 13 20 27 ..	Sat. . . . 3 10 17 24 ..	Sat. . . . 1 8 15 22 29 ..	Sat. . . . 5 12 19 26 ..
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Sun. . . . 3 10 17 24	Sun. . . . 1 8 15 22 29	Sun. . . . 5 12 19 26	Sun. . . . 3 10 17 24 31
Mon. . . . 4 11 18 25	Mon. . . . 2 9 16 23 30	Mon. . . . 6 13 20 27	Mon. . . . 4 11 18 25 ..
Tues. . . . 5 12 19 26	Tues. . . . 3 10 17 24 31	Tues. . . . 7 14 21 28	Tues. . . . 5 12 19 26 ..
Wed. . . . 6 13 20 27	Wed. . . . 4 11 18 25 ..	Wed. . . . 1 8 15 22 29	Wed. . . . 6 13 20 27 ..
Thur. . . . 7 14 21 28	Thur. . . . 5 12 19 26 ..	Thur. . . . 2 9 16 23 30	Thur. . . . 7 14 21 28 ..
Fri. . . . 1 8 15 22 29	Fri. . . . 6 13 20 27 ..	Fri. . . . 3 10 17 24 ..	Fri. . . . 1 8 15 22 29 ..
Sat. . . . 2 9 16 23 30	Sat. . . . 7 14 21 28 ..	Sat. . . . 4 11 18 25 ..	Sat. . . . 2 9 16 23 30 ..

CALENDAR, 1915-1916.

1915—July	5.....	Summer Session begins.
Aug.	6.....	Summer Session closes.
Sept.	28.....	Registration begins.
Sept.	28.....	The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Sept.	29.....	Opening Lecture at 10 a.m. in the Assembly Hall of the Faculty of Education.
Oct.	7.....	Meeting of Council.
Nov.	4.....	Meeting of Council.
Dec.	2.....	Meeting of Council.
Dec.	17.....	Last day of Lectures. Term ends at 12 noon.
Dec.	17.....	Railway certificates issued at 12 noon.
1916—Jan.	4.....	Easter Term begins.
Jan.	6.....	Meeting of Council.
Feb.	7.....	Meeting of Council.
Mar.	5.....	Meeting of Council.
April	2.....	Meeting of Council.
May	1.....	Annual Examinations in Education begin.
May	5.....	Meeting of Council.
June	9.....	University Commencement.

FACULTY OF EDUCATION.

1915-1916.

President.. ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.*Dean.....* WILLIAM PAKENHAM, B.A.*Secretary.....*

HENRY JOB CRAWFORD, B.A.,

*Associate-Professor of Education, and Headmaster of The University
Schools.* 53 Glendale Avenue.

PETER SANDIFORD, M.Sc., Ph.D.,

Associate-Professor of Education. 22 Hilton Avenue.

JAMES WARREN BARTON, M.D.,

Instructor in Physical Training. 318 Palmerston Boulevard.

GEORGE NEVILLE BRAMFITT,

Instructor in Music and Assistant Instructor in The University Schools
2471 Queen Street, East.

CLARENCE L. BROWN, M.A.,

Substitute Instructor in The University Schools. Highland Creek.

JOHN OLIVER CARLISLE, B.A.,

Instructor in the University Schools. 66 Browning Avenue.

*GEORGE ALTON CLINE, M.A.,

Instructor in The University Schools. 85 St. George Street.

FREDERICK ETHBERT COOMBS, M.A.,

*Lecturer in Methods in Elementary Subjects, and Chief Instructor in
Elementary Subjects in The University Schools.*

158 Delaware Avenue.

GEORGE AUGUSTUS CORNISH, B.A.,

*Lecturer in Methods in Science, and Chief Instructor in Science in
The University Schools.* 38 St. Clair Avenue, East.

JOHN THOMAS CRAWFORD, B.A.,

*Lecturer in Methods in Mathematics, and Chief Instructor in Mathe-
matics in The University Schools.* 168 Walmer Road.

ERNEST LE ROY DANIHER, B.A.,

Instructor in the University Schools. 26 Page Street.

WILLIAM JAMES DUNLOP, B.A.,

Instructor in The University Schools. 32 Palmerston Gardens.

WILLIAM CHALMERS FERGUSON, B.A.,

*Lecturer in Methods in French and German, and Chief Instructor in
French and German in The University Schools.*

388 Brunswick Avenue.

*Absent on Service in the Canadian Expeditionary Forces.

HORACE ALEXANDER GRAINGER, B.A., <i>Instructor in The University Schools.</i>	199 Howland Avenue.
WILLIAM E. GROVES, <i>Supervisor of Observation and Practice-Teaching in Ryerson School.</i>	36 Albany Avenue.
DOUGLAS EWART HAMILTON, M.A., <i>Instructor in The University Schools.</i>	33 Wells Street.
JOSEPH A. IRWIN, <i>Instructor in The University Schools.</i>	60 Grace Street.
JOHN JEFFRIES, B.A., <i>Supervisor of Observation and Practice-Teaching in Jarvis Street Collegiate Institute.</i>	200 Geoffrey Street.
ARTHUR R. M. LOWER, B.A., <i>Substitute Instructor in The University Schools</i>	85 St. George Street.
*HAROLD GORDON MANNING, B.A., <i>Instructor in The University Schools.</i>	29 Alvin Avenue.
SAMUEL WALTER PERRY, B.A., <i>Lecturer in Art and Commercial Work, and Chief Instructor in Art and Commercial Subjects in The University Schools.</i>	138 Wells Street.
THOMAS M. PORTER, <i>Instructor in The University Schools.</i>	64 Winchester Street.
WALTER LAWRENCE CHRISTIE RICHARDSON, <i>Instructor in The University Schools.</i>	83 Pine Crest Road.
ALLEN NELSON SCARROW, <i>Instructor in Manual Training and Assistant Instructor in The University Schools.</i>	150 Delaware Avenue.
ORLANDO JOHN STEVENSON, M.A., D.PAED., <i>Lecturer in Methods in English and Chief Instructor in English in The University Schools.</i>	54 Westmount Avenue.
JAMES G. WORKMAN, B.A., <i>Instructor in The University Schools.</i>	Birch Cliff Post Office.

Members of the Staff of Ryerson School who act as Assistant-Supervisors:—

Mr. Ernest E. Cavell.....	192 Borden Street.
Miss Annie E. Cullen.....	368 Markham Street.
Mr. Melvin R. Fydell.....	139 Medland Street.
Miss J. Cecil Helyar.....	503 Ontario Street.
Miss Etta M. Jolley.....	66 Galley Avenue.
Miss Kate M. Knowles, B.A.....	57 Howland Avenue.
Miss Kathleen E. Martin.....	26 Summerhill Avenue.
Miss Adah F. Mitchell.....	168 Geoffrey Street.
Miss M. P. Rundle.....	697 Spadina Avenue.

*Absent on Service in the Canadian Expeditionary Forces.

Miss Lillian M. Starrette.....	590 Markham Street.
Miss M. Pauline Stephen.....	291 Euclid Avenue.
Mr. Harold J. Vallentyne.....	162 Huron Street.
Miss Ruby E. Wright.....	143 Brunswick Avenue.

Members of the Staff of Jarvis Street Collegiate Institute who act as Assistant-Supervisors:—

Mr. A. E. Allin, B.A.....	70 Kendal Avenue.
Mr. C. H. Barnes.....	403 Carlton Street.
Mr. C. L. Barnes, B.A.....	133 Pacific Avenue.
Miss Helen F. Durie, B.A.....	306 St. George Street.
Mr. Edwin J. Halbert, B.A.....	84 Mavety Street.
Mr. E. A. Hardy, B.A., D.Paed.....	81 Collier Street.
Mr. William A. Jennings, B.A.....	59 Thorold Avenue
Mr. James Keillor, B.A.....	116 Beatrice Street.
Mr. William J. Loughheed, M.A.....	166 Westminster Avenue.
Mr. C. A. Milburn, B.A.....	91 Willcocks Street.
Mr. W. E. Murdoch, M.A.....	35 Jackman Street.
Miss Marguerite E. O'Connell, B.A.....	341 Jarvis Street.
Mr. A. F. Smith, B.A.....	234 Havelock Street.
Mr. H. B. Tapscott, M.A.....	84 Yorkville Avenue.
Miss Janie Thomas, M.A.....	92 Balmoral Avenue.

THE FACULTY OF EDUCATION.**GENERAL INFORMATION.**

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and it began its first session in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas as special or regular teachers and in particular for Provincial certificates as Inspectors, teachers of Household Science, First-class Public School teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Science, and Household Science. It also offers courses for degrees in Pedagogy. All of the courses of training of the Faculty of Education are given during the regular college session, and most of them are repeated in the Summer Session.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the teachers-in-training, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching to be had in these model class-rooms will be supplemented by observation and practice-teaching in city schools in the neighborhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the teacher-in-training may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. In short, the students enjoy all the privileges of University students and are subject to the same regulations.

Application for admission to the Faculty should be made to the Secretary of the Faculty of Education, University of Toronto, before October 1, and application for examination before April 2. All fees should be paid to the Bursar of the University.

The Ninth Session of the Faculty of Education will open September 29th, 1915, and close May 31st, 1916.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from four dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the

Secretary of the Faculty of Education, the Secretary of the Young Men's Christian Association of the University, the Lady Superintendent of University College, the Secretary of the Young Women's Christian Association, and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following Residences offer suitable accommodation at reasonable rates: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

The Secretary of the Faculty of Education will forward an accredited list of boarding houses on request. Members of a special committee will meet, and assist students in the selection of boarding houses if so desired.

TERMS OF ADMISSION.

A candidate for admission to the General or Advanced Course of The Faculty of Education should make application on a form to be obtained from the Secretary of the Faculty and should submit with this application:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One of the following:

(a) His certificate of graduation in Arts after a regular course from the Registrar of any University in the British Dominions, said certificate to be subject to the approval of the Minister of Education.

(b) His certificate of graduation in the Science of Agriculture, B.Sc. (Agr.), after a regular University course approved by the Minister of Education.

(c) His Senior Teacher's certificate.

(d) His full certificate for Entrance into the Faculty of Education.

NOTE 1.—No one will be granted a teacher's certificate by the Department of Education who does not agree to teach thereon in the schools of the Ontario provincial system for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to a cancelling of the teacher's certificate.

NOTE 2.—No one will be granted a teacher's certificate by the Department of Education unless or until he is a British subject.

COURSES.

(a) The General Course as the professional course for an Interim First Class and an Interim High School Assistant's Certificate.

(b) The Advanced Course as the professional course for an Interim High School Assistant's Certificate.

(c) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(d) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

(e) Courses for Degrees in Pedagogy.

(f) The Special Course in Household Science as the professional course for teachers of Household Science.

GENERAL COURSE.

The General Course may be taken by any student who has been duly admitted. It trains for certificates as teachers in Public and Separate, Continuation, and High Schools, and consists of three Parts:—

Part I.

1. The History of Education, the Science of Education, including Psychology, Child Study, and General Method, School Organization and Management, and Special Methods in the subjects of the Public and Separate School Course not included in Part II below, and in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review, from the academic standpoint, of the subjects of the Public School Course and of the High School Courses through the Middle School. This review will be limited to such portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Vocal Music, Manual Training (for men), and Manual Training (Forms I, II, III) with Household Science (for women) of the Public School Course, and the Reading, Art, Bookkeeping and Writing, Elementary Science, and Physical Culture and Hygiene of both the High and the Public School Courses.

Part III.

1. Observation and Practice Teaching in Public and High School grades with Observation in ungraded rural schools.
2. The Observation will involve the equivalent of forty school lesson-periods and the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods and for all other students, the equivalent of twenty-five school lesson-periods.
3. Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.
4. In Observation and Practice Teaching the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

THE ADVANCED COURSE.

The Advanced Course may be taken by students who are graduates in Arts or who hold the degree of B.Sc. (Agr.), as herein prescribed, before the beginning of the Session. It trains for certificates as teachers in Continuation and High Schools, and consists of three Parts:—

Part I.

1. The History of Education, the Science of Education, including Psychology, Child Study, and General Method, School Organization and Management, and Special Methods in the following subjects of the High School Courses:—

English, History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. A review, from the academic standpoint, of the subjects of the High School courses through the Middle School. This review will be limited to such portions of each subject as may be necessary to determine the scholarship of the candidates and to illustrate the methods of instruction in that subject.

Part II.

1. A course of instruction, both academic and professional, in the Reading, Art, Bookkeeping and Writing, Elementary Science, and Physical Culture and Hygiene of the High School Courses.
2. One at least of the Seminar Courses as hereinafter defined, selected with the approval of the Faculty of Education, from each of the following Groups:—

Group A—History and Criticism of Educational Systems, Science of Education.

Group B—Classics, English and History, French and German, Mathematics, and Science.

Part III.

Observation and Practice Teaching in the High School grades. The Observation will involve the equivalent of forty lesson-periods, and the Practice Teaching, for those who have taught at least one year in Public or Separate Schools, the equivalent of twenty school lesson-periods and for all other students the equivalent of twenty-five school lesson-periods. Both the Observation and the Practice Teaching may be increased according to the experience, aptitude, and progress of the student.

SPECIAL COURSES.

Special Courses include:—

(a) Courses for Specialists. In both the General and the Advanced Course, special courses will be provided for candidates for certificates as specialists.

(b) A special course for Inspectors of Public Schools. For a Public School Inspectors' certificate there will be an examination in May open to those who have fulfilled the conditions prescribed by the Department of Education for Public School Inspectors' certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law in Ontario; School Inspection, including the Supervision of Instruction in all subjects of the Public School Course.

(c) Such other special courses as may be offered from time to time.

REGULATIONS.

1. (a) With the exceptions indicated below the standing of the students in attendance in the subjects of the *General* or the *Advanced Course* or in a *Special Course* shall be determined by the combined results of the term work and the final examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe. The maximum marks for this term work shall not be more than 40 per cent. of the aggregate of marks for each subject.

(b) In Nature Study, Vocal Music, Manual Training, Household Science, Reading (of the High School Course), Art, Bookkeeping and Writing, Physical Culture, and the Seminars, the standing of the students in attendance shall be determined wholly by the term work.

(c) The standing of candidates not in attendance shall be determined by the results of the final examinations, or in the case of subjects enumerated in (b) above, by such practical exercises and tests as the Faculty may prescribe.

2. Examinations are held at Toronto or at such local centres as may be selected by the Senate. Written examinations or other tests are held in the following subjects at the close of the Session: Science of Education, School Organization and Management, Vocal Music, Art, Physical Culture, the Seminars, Methods in the English and Mathematics of the High School course, and in the Public School subjects referred to in Part I of the *General Course*. The examinations for specialists are also held at the close of the Session. The other written examinations or the tests in the other subjects may be held at convenient periods during the Session.

Candidates not in attendance may take their examinations or other tests in May or at such times and under such conditions as obtain with the candidates in attendance.

The percentage requirements for a pass in the General and Advanced Courses are forty per cent. of the marks for each subject, and sixty per cent. of the aggregate of marks for each of Parts I, II., and III. The requirements in the Inspectors' Course are forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks; in the Specialist Courses sixty per cent. of the marks in each paper or subject. The requirement for honours in the General or Advanced Course or in the Inspectors' Course is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

3. A candidate unsuccessful in Part III, or a candidate who, although successful in Part III, has not obtained at least 35 per cent. of the marks for each subject in Parts I and II, and at least 55 per cent. of the aggregate of the marks for each of said Parts will be required to attend a second session and pass in Parts I, II, and III. Unsuccessful candidates who are not required to attend a second session may complete their courses by passing in such Part or Parts (taken together or separately) as they have not already taken.
4. (a) Regular attendance in the General and the Advanced Courses is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education, and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers in the schools controlled by the Department of Education.

A return of the attendance shall be made to the Minister of Education at the close of the session.

(b) Students who in the opinion of the staff are unduly deficient in scholarship, or whose conduct or progress or general health is unsatisfactory, may be dismissed from attendance at any time during the session.

5. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Department of Education before entering upon their special courses. No students in attendance except those who have had their standing approved may be admitted to the final examinations.
6. (a) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I of either of the regular courses as will suit the condition of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of any one of said optional groups.

(b) Candidates who hold provincial professional certificates in Art, Household Science, Manual Training, Vocal Music, Commerical Subjects, and Physical Culture may be exempted from the courses and examinations in these subjects. Candidates who hold provincial certificates in Physical Culture shall take the courses but may be exempted from the examinations.

(c) Candidates who have passed in Household Science as a bonus at the examination for Entrance to the Normal Schools may be exempted from the academic work in sewing and cooking, but shall take the methodology of the subject. Those who have passed in Manual Training as a bonus at the same examination may be exempted from the course in wood-working of Form IV, but shall take the Manual Training of Forms I, II, III of the Public and Separate Schools, together with the methodology of the subject.

7. (a) The annual fee for the General or the Advanced Course (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$25.00. The fee for the examination in the General or the Advanced Course when the examination is not taken during the regular session or when it is taken by students not in attendance, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee for the Inspector's examination shall be \$15.00. The fee for the University Diploma will be \$2.00. A deposit of \$1 will be required of teachers-in-training who make use of the branch library in the Education building. Every male student in attendance is required to pay on registration a fee of \$1 in behalf of the maintenance of the Council of the Undergraduates.

(b) All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of \$10.00 (which shall not in this case include the fee for examination) may receive from the staff of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

I. Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education as follows:—

1. INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

(a) To students who are twenty-one years of age, who have attended regularly, and who have obtained in each of Parts I, II, and III of their Courses 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of marks.

(b) To students who are twenty-one years of age, who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their Courses 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of marks.

2. INTERIM FIRST CLASS CERTIFICATES.

(a) To students who have attended regularly, and who have obtained in each of Parts I, II, and III of their Course 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks.

(b) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

3. INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, valid for two years, to students in the General Course who have attended regularly, and who have obtained at least 35 per cent. of the marks for each subject in Parts I, and II, and at least 55 per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III.

4. INTERIM HIGH SCHOOL SPECIALISTS' CERTIFICATES:

(a) To candidates in attendance who have fulfilled the conditions of one of the regular Courses and who have obtained 60 per cent. of the marks assigned to the Special Course or Courses of their department.

(b) To candidates who are exempt from attendance, and who have obtained 60 per cent. of the marks assigned to the paper or papers in the Special Course of their departments.

5. PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

II. SPECIAL CASES of Candidates Exempt from Attendance.

(a) Teachers who have been granted only Interim High School Assistants' Certificates may, without further attendance, obtain Interim First Class Certificates, by passing at one subsequent examination and with the prescribed percentages in the special Public and Separate School subjects of the General Course and by satisfying the Faculty, by a practical test, of their ability to teach Public and Separate School classes.

(b) Teachers who hold First Class or High School Assistants' Certificates, interim or permanent, may, without further attendance, obtain Interim Specialists' Certificates, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed for such certificates.

(c) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' suc-

cessful experience (all in Canada and at least one-half in Ontario) from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination in the General Course, taking Parts I and II together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Permanent First Class certificates, and Interim High School Assistants' certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Unsuccessful candidates who have attended a Session in any Course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained at least 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II and at least 55 per cent. of the aggregate of the marks for each of said Parts, may write at the examinations for Interim First Class or High School Assistants' Certificates without taking the session over again or being required to take again the Part or Parts in which they have already passed.

III. VALUES OF CERTIFICATES.

(a) An Interim Second Class Public School Certificate shall entitle the holder to teach in a Public School.

(i) An Interim First Class Public School certificate shall entitle the holder to teach as Principal or Assistant in a Public School, as Assistant in a Continuation School, or as Principal of a Grade B or Grade C Continuation School if endorsed by the Minister as valid for such Principalship after two years' successful experience as attested by the inspectors.

(ii) An Interim High School Assistant's Certificate shall entitle the holder to teach as assistant in a High School or a Grade A, or if the Principal holds an Interim or Permanent First Class Public School certificate, Grade B Continuation School.

(iii) Interim Certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught, or on the application of the holder if he has not taught thereon.

(b) After at least two years of successful experience on a professional certificate as a teacher in a Public or Separate School, the holder of an Interim First or Second Class Certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate, provided, however, that he is then 21 years of age.

(c) After at least two years of successful experience as a teacher in a Continuation or High School, subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate,

ordinary or specialist, shall, on the report of the last visiting Inspector concerned, be entitled to a permanent certificate of the same grade. In the case of a specialist he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.

(d) A Bachelor or Master of Arts, or a Bachelor in the Science of Agriculture, who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting High School inspector concerned, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DETAILS OF COURSES.

The bibliographies given below are merely *suggestive*. No text-books are *required*. All bibliographies under Methods are intended to include the text-books authorized for use in the Public and High Schools of Ontario.

PART I.

HISTORY OF EDUCATION.

Throughout these courses attention will be given to the social conditions and ideals from which the educational theories and practices arose. As a part of national development education will be studied in its relationships and not as an isolated phenomenon. A. will be studied in outline, B. in greater detail.

A. Evolution of education in primitive society. Oriental education. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Education in Charlemagne's empire and in England and Ireland. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Petrarch, Vittorino da Feltre, Erasmus, Elyot, Ascham, and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Montaigne, by Mulcaster, Milton, and Locke, and by Bacon and Comenius.

B. Education according to nature. Development of the new ideal in Rousseau and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Froebel. The scientific and sociological ideals as represented by Spencer and modern theorists. The development of public education in Germany, Great Britain, France, the United States, and Ontario. Present day tendencies in educational administration and organization.

References:—Adamson. *Pioneers of Education.*

Laurie. *Educational Opinion since the Renaissance.*

Monroe. *A Brief Course in the History of Education.*

Munro. *The Educational Ideal.*

Ontario Normal School Manual. *History of Education.*

Parker. *History of Modern Elementary Education.*

SCIENCE OF EDUCATION.

Science of Education including Psychology, Child Study and General Method.

(1) A course of lectures dealing in the main with the following topics:—

Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and reasoning. Feeling and emotions. Interest. Habit. Will. Character. Motor activity. Curiosity. Suggestion and imitation. Heredity and environment. Adolescence and child study.

The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education; its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

Liberal and applied education as supplementary to each other; place of industrial education in the educational system; relation of constructive work and manual activities to mental attitudes of children and to community life. Law, government, and social requirements as elements in education.

General method. Meaning of instruction. Instruction and education. Psychologic foundations of method. General principles. Function and conduct of the recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Some Thoughts concerning Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society.

References:—Dewey. School and Society. The School and the Child.
 Drummond. The Child.
 James. Talks to Teachers on Psychology.
 Kirkpatrick. Fundamentals of Child Study.
 McDougall. Psychology.
 Ontario Normal School Manual. Science of Education.
 Pillsbury. Essentials of Psychology.
 Rayment. Principles of Education.
 Ruediger. The Principles of Education.
 Sandiford. Mental and Physical Life of School Children.
 Scott. Social Education.
 Strayer. A Brief Course in the Teaching Process.
 Thorndike. Elements of Psychology.
 Thorndike. Principles of Teaching.

SCHOOL ORGANIZATION AND SCHOOL MANAGEMENT.

The discussion of the various topics mentioned below will include a statement of the School Law and Regulations of Ontario pertinent thereto:

1. Nature and problems; forms of educational control; executive and legislative functions of Department of Education; school boards and their functions; inspectors and other school officials; relation of inspectors and principals to teachers; relation of teachers to parents, pupils, caretakers, trustees; finance of education; local and provincial burdens; business administration.

2. Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural or technical schools; schools for sub-normal children, defectives and delinquents.

3. School sites and surroundings; school buildings, construction, care-taking, heating, ventilation, lighting, sanitation, decoration, equipment; libraries and apparatus; text books, their authorization, use and abuse; free text books.

4. The teacher; qualifications and certificates; appointment, tenure, promotion, improvement of status; superannuation of teachers.

5. The pupil; privileges and duties; classification; grading; promotion; retardation and elimination; school discipline.

6. Oral and written exercises; examinations; records; prizes and other incentives.

7. Time-tables and daily programmes for various types of schools; attendance records.

8. School hygiene; medical inspection.

References:—Bagley. Class-room Management.

Landon. Principles and Practice of Teaching and School Management.

The School Law and Regulations of Ontario.

Ontario Normal School Manual. School Management.

Shaw. School Hygiene.

SPECIAL METHODS IN PUBLIC SCHOOL SUBJECTS.

For the details of courses in certain Public School subjects not mentioned under this heading, reference should be made to the subjects in Part II. For the details of courses in the subjects of Fifth Classes and Continuation Schools, reference should be made to the High School subjects defined below.

Language and Composition.—The importance of language training.

Oral and written composition; their relation; how habits of speaking and writing good English are formed.

Methods in oral and written composition; oral exercises as a means of obtaining free natural expression; principles governing criticism; relation of grammar to composition; the principles to be kept in view in conducting exercises in written composition; value of topical outlines; method of correcting compositions.

Mechanics of written composition; sentence and paragraph structure; paragraph compositions; punctuation marks; etc.

Materials for oral and written composition; principles governing the choice of topics in the different grades; outline of suitable material for different grades.

References:—Bates. Talks on the Writing of English.

Chubb. Teaching of English.

Public School Manuals.

Spelling.—Scope of Spelling.

Methods in Spelling: An examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Materials for spelling: principles of selection of material for spelling.

Literature.—The aims in teaching literature.

The nature and elements of literature.

Selection of subject-matter for literature lessons; qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections. Supplementary reading; use of library.

Methods in teaching literature.

Lesson procedure: teacher's preparation; pupils' preparation; total meanings grasped first; analysis of these; final reading.

References:—Chubb. Teaching of English.

McMurry. Special Method in Reading of English Classics.
Public School Manuals.

Grammar.—The topics to be discussed here are to be found in the prescription of work in Grammar as a High School subject.

Arithmetic.—The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic: analysis and synthesis; induction and deduction; graphic methods; use of concrete material, text-books and apparatus; importance of training in, and devices to secure, neatness, accuracy and speed in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic. Other topics are to be found under Arithmetic as a High School subject.

References:—McMurry. Special Method in Arithmetic.
Public School Manuals.

History.—The topics to be discussed here are to be found in the prescription of work in History as a High School subject.

Geography.—Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects: home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

References.—Andrews. Seven Little Sisters.

Frye. Home Geography.

Geikie. The Teaching of Geography.

Mill. International Geography.

Redway. New Basis of Geography.

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH.

(a) *Grammar*.—The purpose of teaching grammar. Recognition of correct forms of speech; the principles underlying their use. Difficulties of overcoming the use of incorrect forms acquired outside of school. Value of analysis of sentences and of the study of the functions and relations of words. Consideration of the courses in grammar in Elementary and Secondary Schools. What work should be covered in the first year in the Lower School? Necessity of securing variety. Work covered in the second year. Use of a text-book in grammar. The advantages and limitations of the inductive method in teaching grammar in the Secondary School.

(b) *Composition*.—Composition presupposes thought and feeling to be expressed and some one for whom expressed. Value of composition to the individual in defining his own thought. Greater social value. This social factor demands clearness and effectiveness of style. Varieties of composition: (1) written composition, including the formal essay, class exercises, and correspondence, (2) oral composition, including speeches and debates.

(1) *Written Composition*.—The formal essay. Subjects suited to the age and experience of the pupil. Different interests of pupils. Writing of the essay. How often written. In school or at home. Use of composition books. Collection of essays. Planning the essay. Preliminary discussion. Value of formal plans. Marking of essays. System of signs used in marking errors. Teachers' general criticisms. Re-writing of essays. Discussion of errors in class. Different types of errors. Value of individual work. Self-criticism by pupil.

The development of style. Importance of choosing the best line of treatment. Selection of subject-matter. Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the quality and range of the pupil's general reading upon his style.

Class exercises. Aim to give the pupil command over the elements of form and expression. Varieties of class work. Use of a text-book. Methods of dealing with exercises.

Correspondence.

(2) *Oral Composition*.—How oral composition differs from written composition with respect to subject-matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner, form of speech, vocal control. How to conduct an oral composition lesson.

(c) *Spelling*.—Causes of incorrect spelling. Necessity for teaching underlying principles. Importance of a knowledge of derivation. Value of rules.

(d) *Literature*.—Literature in the Secondary School. Purpose of teaching literature. Literature defined as essentially (a) artistic; (b) an expression of the ideal; (c) a reflection of life.

The emotional element in poetry. The poet as an ethical teacher. Free range of the imagination of the poet. The importance of the artistic element in poetry. The language of poetry. Principles governing the selection of material. Selections suitable for literature in the Lower School. List of books for supplementary reading. Complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library. The selection of books for the school library. Relations with the Public Library.

Methods of teaching literature. The extensive and the intensive study of literature compared. The introduction to the lesson. Difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature. The preliminary reading of the selection. The place of explanation of words and phrases. The importance of the teacher's ability to read well. Oral reading by the pupils, after study.

Memorization. The value of oral and written reproduction. Examinations in literature.

Methods of dealing with supplementary reading. Means of testing the pupils' outside reading.

(e) *Oral Reading*.—Methods of teaching reading. Attention to the principles of vocal expression; time; pitch; quality; force. The place and limitations of imitative reading. Class procedure. Relative values of prose and poetry as material for the lesson in reading.

References:—Carpenter, Baker and Scott. The Teaching of English.
Chubb. The Teaching of English.
Public and High School Manuals.

HISTORY.

The scope and nature of the subject-matter; the choice of materials for school use; what facts are of most worth.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The method of teaching; the lecture method; the Socratic method; "cause and effect" in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics.

The correlation of history with geography; with literature and composition; supplementary reading in history; the historical novel; school societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of reference; pictures and lantern slides.

The study of current events and present conditions in our own and foreign lands; analogies with events and conditions of the past.

References:—Bourne. The Teaching of History and Civics.

Macpherson. Visual Aids in the Teaching of History.

Public School Manual—History.

The Committee of Seven. The Study of History in Schools.

GEOGRAPHY.

Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

The use of contour maps to interpret and illustrate different land forms.

The High School Course will be dealt with academically and the best methods considered. Special stress will be put on the use of experimentation and observation.

References:—Chisholm. Handbook of Commercial Geography.

Geikie. The Teaching of Geography.

Holtz. The Teaching of Geography.

Mill. International Geography.

Salisbury. Physiography.

Salisbury, Barrows and Tower. Essentials of Geography.

Tarr and Von Engeln. Laboratory Manuals of Geography.

MATHEMATICS.

Arithmetic: Its value and scope; its relation to the other subjects on the curriculum; the origin of number: the various steps involved in the development of the number concept; number pictures; number symbols; the unit, its nature and use; the necessity for standard units; number a ratio; the Grube method, its merits and its defects; the fundamental processes and their relations; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place and treatment of mental arithmetic; the value of problems; the essentials of proper solutions; interest in problems for which the pupils themselves furnish the materials; problems depending upon local statistics; where and how to assist pupils; the unitary method, its merits and limitations; the fraction, considered as a quotient and as equal parts of a unit; development of the rules of fractions; decimals, as special fractions and as complements of common notation; approximate results; percentage and its applications to commercial arithmetic; value of tables; mensuration, the application of arithmetic to space relations; theoretical and practical methods; the necessity for the use of models; square root.

Algebra.—Arithmetical algebra: transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; surds and imaginary quantities; quadratic equations; method of dealing with problems and the object to be kept in view in their solution; correlation of algebra and geometry; graphical methods of illustrating formulæ and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.—Practical geometry to precede the theoretical: use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; the proposition, what should be done in the class and what at home; the analytic-synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing; exercise of invention; the place and importance of exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

References.—Fink. A Brief History of Mathematics.

Smith. The Teaching of Elementary Mathematics.

Young. The Teaching of Mathematics.

CLASSICS.

Latin.—Pronunciation: exercises in oral reading from Caesar and Virgil. Vocabulary: its nature and extent. The importance of repetition, correlation with English, and arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary. Various other devices.

Inflection: introductory lessons. The arrangements under types. Hints on the teaching of various lessons such as on the Third Declension of nouns, on adjectives and on verb forms.

Syntax: the teaching of syntax in connection with the translation of English sentences into Latin. The mode of treating it in connection with passages of authors read. Hints on the teaching of various lessons such as on the gerundive and gerund, conditional sentences, time clause, indirect discourse and the like.

Translation and kindred topics. The object of the course in translation. The difference between reading and translating; the stage at which reading and translating should begin; the choice and use of material for early reading in text-books and supplementary reading-books; a method for reading at sight; hints for the teaching of translation lessons in Caesar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering; the use of 'keys'; treatment of topics of grammar, history, archaeology and the like arising naturally from the context; use of charts and other forms of illustration; special consideration of the translating of Virgil; introductory lessons in Virgil; hints on the teaching of various passages; the metre of the Aeneid; memorization of typical selections.

Greek.—Aims and methods in teaching Greek, the importance of reading and translation; oral work in Greek teaching; pronunciation and accents; discussion of important lessons in White's First Greek book; the order of the lessons; method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.—Discussion of the merits of the best books for the teacher's library in Latin and Greek.

References.—Articles in the "Classical Journal".

Bennett and Bristol. The Teaching of Latin and Greek.

Hale. Pamphlets on the Art of Reading Latin.

Johnston, H. W. Pamphlets on the Teaching of Caesar and Virgil.

MODERN LANGUAGES.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct Method. Pronunciation and oral work indispensable.

Phonetics; Practical course in Phonetics. Use of phonetic charts. Teaching by visualization.

Elementary Classes: How to conduct them without a text-book. Oral work combined with study of phonetics. Conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correcting of errors. Length of lesson. Aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material supplied by the teacher. How to acquire a vocabulary.

Grammar: Inductive teaching. Value of grammatical rules. Repetition. Use of Mnemonics. Deductive Method. Special illustrative lessons on essentials of French and German Grammar. Importance of the Verb. How to conduct a profitable drill.

Translation: When to introduce it. Dangers to be avoided. Transliteration and Translation. Various methods of conducting recitations. How to use the Reader. Cultivation of the literary taste. Reading of the text aloud in French or German by the teacher and by the pupil.

Composition: Based on models. Oral drill on the Reader. Translation from English. Free reproduction. Original themes and exercises. Writing of letters. Methods of correction. How to use a vocabulary and dictionary.

References:—Bahlsen. Teaching of Modern Languages.

Brebner. Method of Teaching Modern Languages in Germany.

Breul. Teaching of Modern Languages.

Dumville. French Pronunciation.

Heath & Co. Report of the Committee of Twelve.

Heath & Co. Methods of Teaching Modern Languages.

Jespersen. How to Teach a Foreign Language.

Rippmann. Elements of Phonetics.

Savory & Jones. Sounds of the French Language.

Sweet. Practical Study of Languages.

SCIENCE.

The course in Science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under Elementary Science. Laboratory equipment. Methods of demonstration. Use of technical terms. Theories, facts, scientific laws. Text-books and reference books in Science.

Chemistry: Order of treatment: introductory work; chemical laws and theories; valency; formulae and equations; qualitative and quantitative experiments; chemical arithmetic.

Physics: methods in Heat, Light, Sound, Magnetism, Electricity, and Mechanics.

Biology: Methods of treatment. Dissection. Experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy: Purpose of High School Mineralogy. Its relation to Geography and Chemistry. Method of treatment of physical properties of minerals. Economic importance of minerals and rocks of Ontario. Familiarity with common rocks and minerals.

References:—Andrews. Practical Course in Botany.

Colton. Zoology.

Ganong. The Teaching Botanist.

Gregory and Hadley. Classbook in Physics.

Lloyd & Bigelow. Teaching of Biology.

Smith & Hall. Teaching of Physics and Chemistry.

Wilson and Hedley. Elementary Chemistry.

PART II.

While the same general purposes direct the courses in the subjects of both Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

ART.

METHODS OF TEACHING ART.

How to use the various mediums, pencil, charcoal, crayons, chalk (on blackboard and on paper), brush with water colours.

Outline drawing of simple models and of objects based upon them in freehand perspective.

Drawing in light and shade of simple models and of objects based upon them, in freehand perspective.

The study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones, colour harmonies and tone relations.

Composition and space filling.

Principles of design and their application to pictorial, decorative and industrial art.

Lettering.

The use of geometric forms and of forms conventionalized from nature. Simple landscapes.

Simple figure drawing from cast and pose.

Use of the memory in drawing.

Drawing for reproduction.

Principles of perspective.

Illustrative or imaginative drawings.

How to care for, mount, and exhibit school drawings.

Elementary modelling.

How to study pictures.

Outline of historic ornament and styles of architecture.

A short history of the schools of art with outstanding artists.

References:—Caffin. How to Study Pictures.

Crane. Line and Form.

Crane. Bases of Design.

Cross. Colour Theory.

Cross. Light and Shade.

Hatton. Figure Drawing.

Polak and Quilter. The Teaching of Drawing.

Practical Drawing, Arts and Crafts Course.

Prang. Art Education for High Schools.

Simons. Modelling.

Whitney. Blackboard Drawing.

Commercial Work with Writing.—(a) Business Papers; Receipts, promissory notes, drafts, orders, cheques, bank drafts, bills of goods, invoices, endorsement and acceptance and consequent liability.

Bookkeeping: Double and Single Entry. Changing from Single to Double Entry.

References:—The Public and High School Text-books and Manuals.

(b) Writing: correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding: Position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The Course will include practical exercises in handwriting.

References:—The Public and High School Text-books and Manuals.

Constructive Work and Manual Training.—The nature and scope of Constructive Work. Its educational and practical values; its correlation with other subjects; exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of hand-work.

A practical course based on the following outline, with concurrent instruction in methods.

Typical forms of constructive work adapted to the capacities of children in the lower grades.

Cardboard work suitable for the higher grades of the Public School.

Mechanical drawing and freehand sketching; plans and blue-prints.

Woodwork: The workshop, tools, and materials, keeping tools in order; a short course in bench-work; designing.

References:—Crawshaw. Manual Arts for Vocational Ends.

Gilman and Williams. Seat Work and Industrial Occupations.

Kidner. Educational Handwork.

Manual in Manual Training.

Row. Educational Meaning of Manual Arts and Industries.

Sargent. Fine and Industrial Arts in Elementary Schools.

Elementary Science.—Meaning of science and scientific method. Educational value of science. Experimental work, how conducted, how recorded. Manipulation. Glass working. Making of simple apparatus. Simple chemical operations, as filtration, solution, evaporation, precipitation. More advanced treatment of topics in Nature Study. Methods in special topics of Biology and Physics of Lower School. Elementary textbooks.

References:—Bailey & Coleman. First Course in Biology.

Gregory & Hadley. Class-book in Physics.

Gregory & Simmons. Lessons in Science.

Manual of Suggestions for Teachers of Elementary Science.

Household Science.—A brief course of lectures with laboratory work.

This course includes a study of the following topics; the value of Household Science in the home, and the elementary school; its effect upon the community as it deals with common evils such as ignorance of food production and manufacture, with cooking processes, and with means of avoiding waste, etc.; house construction from the housekeeper's standpoint; disposal of sewage in a country home; the furnishing of the house, floor and wall treatment, kitchen equipment; the function of art in common life; the food principles; selection and preparation of foods; dietetics; home nursing; laundering.

References:—American School of House Economics, Chicago. Library of Home Economics.

Hutchinson. Food and Dietetics.

Snyder. Human Foods.

Wilson. Handbook of Domestic Science and Household Art.

Music.—The Course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils.

The Course will include:

Tune: All intervals of the Major Diatonic Scale, both from Tonic Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these, in simple and compound duple, quadruple and triple times. All the above in both Tonic Sol-Fa and Staff Notations.

Ear-training, in Time and Tune: Recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

Voice Training: Breath-control, tone-production, blending of the registers and general training for quality, range and flexibility.

Sight Singing: Singing from pointing on modulator or staff; singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: School Songs in one or two parts, with special attention to accent, enunciation, phrasing, quality of tone and expression.

Physiology: anatomy of lungs, larynx, and resonating cavities; various methods of breathing, action of vocal chords in production of tone, and influence of resonating cavities upon quality; care of voice in speaking and singing.

Methods: Teachers-in-training will be instructed in the grading of school music to suit the development of the pupils and in methods of teaching both systems.

References.—Educational Music Course, Teacher's Edition.
Teacher's Handbook of Tonic Sol-Fa System.

Nature Study.—Distinction from science. Purpose. Suitable materials. Methods with detailed treatment of typical topics from public school curriculum such as flowering plants, insects, birds, domestic animals, etc. Experimental work on functions and habits of animals and plants. Experimental treatment of common things as soap, salt, water, air, milk, soil, candle flame, etc. Discussion of special topics such as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References.—Comstock. Handbook to Nature Study.
Hodge. Nature Study and Life.
Scott. Nature Study and the Child.

Physical Training.—

Exercises for heart and lungs: deep breathing, running, hopping, rapid walking, "chopping" (with wands, dumb-bells or freehand), etc.

Exercises for the digestive organs: circlings, lateral movements of trunk, "diving," etc. (with wands, dumb-bells or freehand).

Muscular Development: action of the muscles. Exercises for the systematic development, with or without apparatus, of neck, trunk, arms and legs.

Corrective exercises: exercises for overcoming certain deformities or lack of symmetry.

Balance exercises: exercises for promoting a graceful and well-balanced carriage and co-ordination of muscles.

Military drill (for men only): the elements of squad, company and extended order drill; turning, marching, stepping, forming fours, etc., the formation of classes in position for physical drill, signalling.

Games and gymnastics, both indoor and outdoor.

Treatment of emergencies: first aid in fractures, dislocations and sprains, drowning, suffocation and fainting, cuts and hæmorrhage, and other accidents or emergencies.

Physiology and hygiene: personal hygiene, uses and care of organs of body.

References.—Allen. Civics and Health.

Barton. Physical Training

Gulick. Hygiene Series.

Infantry Training, 1911.

Martin. The Human Body.

Strathcona Trust. Physical Exercises for Schools.

Reading.—Scope of Reading: its correlation with other subjects; importance of training in reading; the pupils' previous preparation.

The processes involved in reading: the relation of ideas to symbols; the associations of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought.

Forms of reading: methods in reading; examination of the various methods of teaching beginners to read; devices for securing rapid word recognition and expressive reading; changes in purpose and methods of reading as determined by the development of the pupil's experience and powers; the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References.—Clark. How to Teach Reading in the Public Schools.

Cullen. Steps in the Phonic System.

Department of Education. The Manual in Primary Reading.

SEMINARS.

The seminars, each of which is a professional course of one hour per week throughout the session, include lectures, readings, reports, and discussions.

Seminars are offered in the following subjects: History of Education, Science of Education, Classics, Mathematics, English and History, Science, and Modern Languages.

COURSES FOR SPECIALISTS.

The examinations for Specialists will test, not only the candidates' skill in teaching and their familiarity with methods of instruction, but also and in particular their knowledge of the academic work of their departments.

The topics to be discussed in the Courses for Specialists follow:

English and History.—(a) The course in English for candidates for specialist certificates will include the following:

A review of the work in English Grammar, Composition, and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the Course in English throughout the various Forms of the High School. A detailed study of the methods of class-room procedure in the teaching of English and problems arising therefrom

References:—Carpenter, Baker & Scott. The Teaching of English.
Chubb. The Teaching of English.

(b) The work for Specialists in History will include, (i) a study of particular periods of the prescribed History. (ii) Discussion of courses in History adapted for students of various ages, and of corresponding methods of teaching.

References:—Allen. The Place of History in Education.
Keatinge. Studies in the Teaching of History.
Langlois & Seignobos. Introduction to the Study of History.

Mathematics.—In this course will be discussed methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds, etc.

References:—Fink. A Brief History of Mathematics.
Schultze. The Teaching of Secondary Mathematics.
Smith. The Teaching of Elementary Mathematics.
Young. The Teaching of Mathematics.

Classics.—The course in translation for Specialists includes an intensive study of methods with their application to the teaching of the authors read in the Upper School, such as Horace, Cicero and Homer. The course in grammar and composition for Specialists includes these topics: the object and extent of the teaching of grammar and composition in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous prose selections; typical composition lessons, oral and written.

References:—Bennet and Bristol. The Teaching of Latin and Greek.
Johnston. Pamphlets on the Teaching of Caesar and Virgil
Hale. Pamphlets on the Art of Reading Latin.
Articles in the "Classical Journal".

Modern Languages:—This course will lay special stress upon the teaching of Phonetics, the Direct Method in the class-room, a study of French and German life, customs, and institutions, use of wall pictures, composition and reproduction work.

References:—Bahlsen. Teaching of Modern Languages.
Brebner. Method of Teaching Modern Languages in Germany.
Breul. Teaching of Modern Languages.
Dumville. French Pronunciation.
Heath & Co. Report of the Committee of Twelve.
Heath & Co. Methods of Teaching Modern Languages.
Jespersen. How to Teach a Foreign Language.
Rippmann. Elements of Phonetics.
Savory & Jones. Sounds of the French Language.
Sweet. Practical Study of Languages.

Science.—Relation of Science to other subjects. Chief educational values of Science. Scientific periodicals and books. Lantern projection. Photography. Making of lantern slides. Laboratory furniture. Examination of and practice in use of the apparatus used in High Schools. Discussion of special topics in relation to High School curriculum.

References:—Davis. Natural History of Animals.
Ganot, Watson, and Edser. Textbooks in Physics.
Kerner. Natural History of Plants.
Mann. The Teaching of Physics.
Mellor. Modern Inorganic Chemistry.
Newth. Chemical Lecture Experiments.

SPECIAL COURSE FOR INSPECTORS.

1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; the development of the pupil rather than of his intellect or of the subject taught; self activity rather than directed effort in education. the development of capacity as an aim of school work; the use of interests and natural tendencies for educational ends; moral and aesthetic training; the relation of school to life; heredity, environment, and social requirements both personal and general; the industrial aspects of school work; education for urban and rural life; medical inspection and care for physical welfare; uses of examinations.

Modern Educational Systems: A comparative view of the educational systems of Great Britain, Germany, France, and United States.

Suggested References:—Bailey. The Nature Study Idea.
 Balfour. Educational Systems of Great Britain and Ireland.
 Burrage & Bailey. School Sanitation and Decoration.
 De Garmo. Education and Interest.
 Dean. The Worker and the State.
 Dewey. The Educational Situation. School and Society.
 Dexter. History of Education in United States.
 Dutton and Snedden. School Administration.
 Hughes. Making of Citizens.
 Kern. Among Country Schools.
 Ontario School Law and Regulations.
 Ontario Agricultural College, Nature Study Leaflets.
 Paulsen. German Education.
 Scott. Social Education.
 Seath. Education for Industrial Purposes.
 Shaw. School Hygiene.
 Snedden. Vocational Education.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system

in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), Egerton Ryerson and Public Education in Upper Canada (Putman), etc.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the Continuation Schools Act, the High Schools Act, the Truancy Act, the Industrial Education Act, the Public Libraries Act, Department of Education Act, the Schools Sites Act and amending Acts and the Regulations of the Department of Education of Ontario and in particular with the law and regulations in regard to the appointment and qualifications of inspectors.

4. School Inspection and Supervision of Instruction in Public School Subjects (one paper).

Candidates will be expected to show an intelligent appreciation of the duties and responsibilities attaching to the office of inspector in Ontario; and a familiarity with methods of school management and with the relations of inspectors to teachers, boards of trustees, and the Department of Education; and they must also give evidence of competency to instruct, and to supervise instruction, in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must make himself familiar with official practice in inspection, and must rely upon his experience in school management and class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in education, while they have also become more professional in purpose; and the examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Department of Education of Ontario exempts the holder of the Degree of B.Pæd. or D.Pæd. from one or two (as the case may be) of the seven years of experience now required (1914) of candidates for Inspectors' certificates.

The new Courses in Pedagogy became effective July 1, 1914. Candidates registered in the old Courses may transfer to the new Courses, or they may remain registered in the old Courses provided that they complete such Courses not later than December, 1915. Candidates who have completed a Part or Section of an old Course will receive standing *pro tanto* if they transfer to a new Course.

By a joint arrangement with the Faculty of Education of Queen's University Summer Courses of instruction for candidates for degrees in Pedagogy are offered as follows:

In the summer of 1915 in the Science of Education and in the History of Education at Queen's University.

In the summer of 1916 in Educational Psychology and in School Administration at the University of Toronto.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Pæd.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from any university in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education and Educational Systems, and Educational Administration and Organization.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

5. The examination shall be held in December at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee is \$10 for the full examination or \$3 for each subject if taken separately. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each subject may be taken and will be examined on separately. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References :—Alexander. A Short History of Philosophy.

Bagley. The Educative Process.

Dewey. { The School and Society.

{ The School and the Child.

Mac Cunn. The Making of Character.

Mill. Utilitarianism.

Ruediger. Principles of Education.

Spencer. Education.

Watson. Outlines of Philosophy.

(ii) Educational Psychology. (Two papers.)

References :—Hall. Aspects of Child Life.

James. Text Book of Psychology.

McDougall. Physiological Psychology.

Münsterberg. Psychology and the Teacher.

Pillsbury. Essentials of Psychology.

Sandiford. Mental and Physical Life of School Children.

Titchener. Outlines of Psychology.

(iii) The History of Education and Educational Systems. (Two papers.)

- References:*—Davidson. Rousseau and Education according to Nature.
 De Garmo. Herbart and the Herbartians.
 Fletcher and Welton. Froebel's Chief Educational Writings.
 Freeman. Schools of Hellas.
 Graves. History of Education (3 vols.).
 Green. Pestalozzi's Educational Writings.
 Monroe. Textbook in the History of Education.
 Monroe. Comenius.
 Monroe. Source Book for the History of Education.
 Parker. History of Modern Elementary Education.
 Wilkins. Roman Education.
 Woodward. Vittorino da Feltre.

(iv) Educational Administration and Organization, including an examination of the outlines of the present-day educational systems of Germany, France, England, and the United States. (Two papers.)

- References:*—Balfour. Educational Systems of Great Britain and Ireland.
 Bolton. The Secondary School System of Germany.
 Brown. American High Schools.
 Butler. Education in the United States.
 Dutton & Snedden. Administration of Education in the United States.
 Eliot. Educational Administration.
 Farrington. The Public Primary School System of France.
 Farrington. French Secondary Schools.
 Greenough. The Evolution of the Elementary Schools of Great Britain.
 Hollister. High School Administration.
 Hughes. The Making of Citizens.
 Monroe. Cyclopedia of Education.
 Seeley. The Common School System of Germany.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions.

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions and a first class or High School Assistant's certificate or its equivalent.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

4. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education, and Educational Administration and Organization. He shall also submit on or before November 1st, a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis.

5. The examination, which may be taken as a whole or separately in subjects, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's degree.

6. The fee for the whole examination is \$10, and for each subject, when taken separately, \$3. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

7. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References:—Adams. *Evolution of Educational Theory.*

Adamson. *Outlines of Modern Philosophy.*

Bosanquet. *Education of the Young in Plato's Republic.*

Bosanquet. *Philosophic Theory of the State.*

Cooley. *Human Nature and the Social Order.*

Croce. *Philosophy of the Practical* (trans. Ainslie).

Henderson. *Textbook in the Principles of Education.*

Hobhouse. *Morals in Evolution.*

Wallas. *The Great Society.*

Ward. *Applied Sociology.*

(ii) Educational Psychology. (Two papers.)

References:—Hall. *Adolescence.* 2 vols.

Hobhouse. *Mind in Evolution.*

Huey. *Psychology and Pedagogy of Reading.*

James. *Principles of Psychology.* 2 vols.

Ladd & Woodworth. *Elements of Physiological Psychology.*

McDougall. *Social Psychology.*

Rusk. *Introduction to Experimental Education.*

Thorndike. *Educational Psychology.* 3 vols.

(iii) The History of Education and Educational Systems from 1800 to the present day, with special reference to Germany, France, Great Britain, the United States, and Ontario. (Two papers.)

References:—Balfour. The Educational Systems of Great Britain and Ireland.

Brown. The Making of our Middle Schools.

Coleman. Public Education in Upper Canada.

Dexter. History of Education in the United States.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Findlay. Arnold at Rugby.

Fletcher & Welton. Froebel's Chief Educational Writings.

Graves. History of Education (vol. 3).

Green. Pestalozzi's Educational Writings.

Herbart. Outlines of Educational Doctrine (Lange and De Garmo).

Monroe. Textbook on the History of Education.

Parker. History of Modern Elementary Education.

Paulsen. German Education, Past and Present.

Putman. Egerton Ryerson and Education in Upper Canada.

Russell. German Higher Schools.

Spencer. Education.

Candidates are also advised to consult, if accessible, the following:

The Special Reports of the English Department of Education.

The Reports of the United States Commissioner of Education.

The Reports of the Minister of Education, Ontario.

Monroe's Cyclopedia of Education, Hodgins' Documentary History of Education in Upper Canada, Canada and its Provinces, vol. xviii.

(iv) Educational Administration and Organization in Germany, France, England, and the United States, and with special reference to the administration and organization of education in Ontario. (Two papers.)

References:—Brown. The Training of Teachers for Secondary Schools.

Burstall and Douglas. Public Schools for Girls.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Johnson. High School Education.

Kandel. Elementary Education in England.

Kandel. The Training of Elementary Teachers in Germany

Monroe. Principles of Secondary Education.

Norwood and Hope. Higher Education of Boys in England.

Ontario. The Acts, Regulations, Instructions of the Department of Education.

Paulsen. German Education Past and Present.

Russell. German High Schools.

Sachs. The American Secondary School and some of its Problems.

Sandiford. The Training of Teachers in England and Wales.

Seath. Education for Industrial Purposes.

Strayer and Thorndike. Educational Administration, Quantitative Studies.

(Candidates are advised to consult, if accessible, the Special Reports of the Board of Education, England; the Reports of the United States Commissioner of Education, the Reports of the Minister of Education, Ontario; and Monroe's Cyclopedia of Education.)

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

General Information.

In April, 1915, the Board of Governors of the University of Toronto decided that the Faculty of Education would conduct, in behalf of the Ontario Department of Education, a one year's course for the training of candidates for Ordinary Certificates in Household Science. The course will be given in the Household Science Building on Bloor St. This building contains well-equipped and well-ventilated lecture-rooms, laboratories, reading-room, and gymnasium. The instructors will be members of the staff of the Faculty of Household Science.

The first session of the course will open September 28, 1915, and close May 31, 1916. The final examinations will be held in May, 1916. Application for admission to the course should be made to the Secretary of the Faculty of Education, University of Toronto, not later than September 28.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from four dollars per week upwards, for lodging with board; or rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Lady Superintendent of University College, the Secretary of the Young Women's Christian Association and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition the following residences offer suitable accommodation at reasonable rates: Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

TERMS OF ADMISSION.

A candidate for admission to the course for the Ordinary Certificate in Household Science should make application on a form to be obtained from the Secretary of the Faculty of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(a) A Second-Class or First-Class Public School or a High School Assistant's Certificate.

(b) A Kindergarten-Primary or a Kindergarten Director's Certificate together with Normal Entrance or Faculty Entrance Certificates (in full).

COURSE OF STUDY.

The Course of Study for the Ordinary Certificate in Household Science is covered in one college session and includes the following:

PART I.

FOOD AND FOOD PREPARATION.

The manufacture, comparative cost, and nutritive value of food materials.

The scientific principles underlying methods of preparation, and the application of these principles in preparing common food materials. The laboratory work under this heading will include considerable practice, with the purpose of developing skill in handling materials and utensils.

Dietary standards, balanced rations, the construction of dietaries, the serving of meals.

HOUSEHOLD MANAGEMENT AND HOUSECRAFT.

The care of the house; a study of the cleaning of metals, woods, and textiles (including laundry-work).

Sanitation; the effect of environment on health; the sanitary control of surroundings; the disposal of waste.

The hygienic and artistic furnishing of a house; the cost of furnishing.

Emergencies; bandaging; home care of the sick.

SEWING.

Hand sewing; simple and advanced stitch forms with their applications.

Machine sewing and the care of the machine.

Use of patterns.

METHODS IN HOUSEHOLD SCIENCE.

The aims in teaching Household Science; the scope of Household Science; its relation to other subjects; methods of presenting Household Science to children, etc.; the planning of Household Science courses; discussions relating to equipment; cost of lessons, etc.

ELEMENTARY APPLIED CHEMISTRY.

The chemical nature of foods. There will be a short course of lectures on certain principles of organic chemistry and of biochemistry, necessary for the understanding of the composition of foods and of their physiological value, and elementary lectures and laboratory work on the more important aspects of the composition of foods and the changes which they undergo in digestion, putrefaction, etc. Students in this course will be expected to have a knowledge of elementary inorganic chemistry.

PART II.

Observations and Practice Teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS.

(1) Candidates for Ordinary Certificates shall pass in each of Parts I and II under the following conditions:

(a) PART I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods and Food Preparation (400).

Household Management (200).

Sewing (200).

Elementary Applied Chemistry (200).

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the oral, written, and practical tests given therein throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods and Food Preparation and Household Management, 2 papers each.

Sewing and Elementary Applied Chemistry, 1 paper each.

On each paper in these subjects (except Elementary Applied Chemistry) there will be one or more questions on Methods in Household Science.

The pass standard in Part I shall be 40% of the marks assigned to the sessional records in each subject and 40% of the aggregate marks for each subject and 60% of the aggregate of the marks for the Part.

(b) PART II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and the observation lessons.

(2) Candidates who fail in Part II or fail to obtain 40% of the marks assigned to the sessional records in each subject of Part I must repeat the session if they wish to qualify for the Ordinary Certificate. Candidates who fail in Part I but who obtain the required minimum of 40% in the sessional work of each subject thereof may qualify for the Ordinary Certificate in any subsequent year without attending again by repeating the final written examinations, and complying with the pass standards defined above, the marks of their sessional records being again taken into account in determining the result.

ATTENDANCE.

Regular and punctual attendance is compulsory.

Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress or general health is unsatisfactory may be dismissed from attendance at any time during the session.

FEES.

(1) The annual fee, which shall include tuition, laboratory supplies, physical culture, and the use of the library of the Household Science department, shall be \$25.00.

(2) At the beginning of the session, a deposit of \$2.00 will be required in each of the departments of Household Science and Elementary Applied Chemistry. These sums, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

(3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education on any date during the month of June.

GENERAL.

A candidate who takes the course and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science Certificate which shall be valid in these subjects in any Public, Separate or High School of the Province and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

NOTE—The requirements in regard to the Specialists' Certificates for teachers in Collegiate Institutes are set forth in the High School Regulations, and the requirements for teachers of Household Science in the new Agricultural departments, in the Syllabus of Studies thereof.

THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO COURSES OFFERED BY THE FACULTY OF EDUCATION.

I. In response to the requests of teachers who wish to improve their status the Department of Education offers through the Faculty of Education the following courses in the Summer Session of 1915:

1. A Course in Manual Training for Provincial certificates in Manual Training.
2. A Course in Household Science for the Provincial certificate in Elementary Household Science.
3. A Course in Vocal Music for Provincial certificates as teachers and Supervisors of Music in the Public and Separate Schools.
4. A Course in Commercial Work for Elementary Commercial certificates and for Provincial certificates as Commercial Specialists
5. A Course for certificates as teachers of Auxiliary Classes.
6. A Course for Kindergarten—Primary certificates.
7. A Course in Parts A & B of the Examination for Entrance to the Faculties of Education.
8. A course in Part A of the Examination for Entrance to the Normal Schools.

These courses begin July 5, and last five weeks. They are followed immediately by regular Departmental Examinations. In courses 4, 7 and 8, the Faculty of Education offers guidance by correspondence in preparation for the Summer Session.

By special arrangement with the Department of Education, all these Summer Courses are offered *free* of tuition fees to teachers.

II. The Faculty of Education offers in 1915 Summer Courses in the subjects of the Special Course for Inspectors. It also offers for those exempt from attendance, Summer Courses in the subjects of the First Class and High School Assistants' examinations.

REGISTER OF STUDENTS.

FACULTY OF EDUCATION.

Advanced Course.

Armstrong, Gladys W., Campbellford	Hisey, Abraham.....Almira
Asbury, Frank C.....Toronto	Hughes, Kathleen M., Mimico Beach
Connor, Hannah (Sister M. Carme- lita).....Toronto	Lamont, Julia K.....Toronto
Clarke, Walter.....Port Hope	Martin, Elizabeth D.....Toronto
Clipperton, Otto Leland...Toronto	Patton, Harold S.....Toronto
Goldstick, Isidore.....Toronto	Reade, Jessie B.....Toronto
Griffin, Selwyn P.....Toronto	Sanderson, Oliver N.....Toronto
Hazen, Arthur C.....Walsingham	Tobin, Beatrice.....Stratford
Hendry, Grace E.....Toronto	Tucker, Mary C.....St. Thomas

General Course.

Adamson, Florence M....Toronto	Buchanan, William P....Blyth
Allen, Norman McD....Paisley	Burns, Grace.....Oshawa
Anderson, Kate.....Wyoming	Burriss, Mae N....Port Arthur
Anderson, Margaret C....Paris	Caldwell, Minnie F....Iroquois
Anderson, Stella F....Kemptville	Campbell, Lillian M....Toronto
Appelbe, Louise A.....Orillia	Campbell, Marguerite....Sarnia
Armstrong, Mabel R....Fletcher	Campbell, Marguerite B., Blenheim
Arnot, Colin McKenzie...Toronto	Campbell, Muriel F...Hepworth
Balkwill, Stafford R....Kingsville	Card, Marion J.....Guelph
Bamford, Emily O.....Listowel	Carlyle, Margaret McK..Toronto
§Baragar, Frederick D., Elm Creek, Man.	Carswell, Jean A.....Seaforth
Barber, Percy L.....Picton	Carter, Emma M.....Toronto
Barbour, Margaret L....Meaford	Carter, Via M.....Clifford
Bauer, Amy M.....Tillsonburg	Cass, Annie H.....L'Orignal
Baxter, Christina V....Drumbo	Chamberlin, Florence A..Toronto
Beehler, Leah.....Rainy River	Chapman, Bertram....Baldwin
Bell, John M.....Frankford	Cinnamon, Mabel A....Lindsay
Billingsley, Susan M....Barrie	Clark, Lola M.....Blenheim
Boddy, John.....Oshawa	Clark, William.....Port Elgin
Bowes, Emer William...Belmont	Clarke, Isabel F.....Lindsay
Boyle, Edna Muriel...Brampton	Clement, Jessie M....Deseronto
Bradley, Elsie P.....Port Perry	Cole, Gertrude M.....London
Brenchley, Mayme.....Stratford	Collins, Warren A....Petrolia
Brown, Annie E.....Paris	Connell, Florence M...Port Hope
Brown, Margaret S....Hamilton	Connor, Edith M...Waupun, Wis.
Bryan, Laura M.....Thorndale	Cordingley, Margaret L., Oakville
Buchanan, George.....Omeme	Cordingley, Ruby F..Streetsville

§Absent on Service in the Canadian Expeditionary Forces.

Cray, Kathleen E. Guelph
 Crockard, Margaret I. Forest
 Cunningham, Elinor I. Simcoe
 Currie, Burt. Florence
 Cuthbert, Grace L. Hamilton
 Cuthbertson, Margaret L.,

Oakville

Davies, Norman. Renfrew
 DeLaporte, L. Helen. Toronto
 Devitt, Leslie K. Greenwood
 Dickinson, Olive. Midland
 Dobson, Viola J. Toronto
 Dore, Harry C. Guelph
 Douglas, Harold M., Strathnairn
 Duncan, Muriel. Port Credit
 Durant, Wilfrid E. Chesterville
 Durnin, Vera B. Dungannon
 Dykes, Vera K. Crinan
 Elliott, Clarence. Ilderton
 Evans, Rennie M. Toronto
 Farmer, Bessie S. Perth
 Fawcett, John T. Mitchell
 Feasby, Harold G. Uxbridge
 Feather, Mattie E. Caledonia
 Field, Helen. Toronto
 Field, Jean. Toronto
 Fielding, Ewart L. Toronto
 Fisher, Murray M. Kippen
 Forsyth, Gordon O. Toronto
 Fothergill, Ethel L. Fullarton
 Found, Ada C. Toronto
 Fowler, Dorothy R. Toronto
 Fowler, Reginald G. London
 Franklin, Helen A. Port Rowan
 Gabriel, Mary. Shelburne
 Galbraith, Janet. Newmarket
 Galbraith, John. Toronto
 Galpin, Frederick H. London
 Garbutt, Mary M. Brampton
 Garvin, Zella I. Toronto
 Gibson, Gladys H. Grimsby
 Gibson, Mary H. Markham
 Gibson, Viola M. Beamsville
 Gill, Grace G. Victoria Harbour
 Gillanders, John G. Highgate
 Gillis, Flora M. Lindsay
 Glasgow, Marion I. Tupperville
 Glen, Isabella P. Clinton
 Goodyear, Hedley J.,

Grand Falls, Newfoundland

Gould, Ford M. Uxbridge
 Graham, Hugh N. Fenelon Falls
 Graham, Mary Ross. Toronto
 Grant, Cora. Tweed
 Grant, Lucy. Tweed
 Gray, David J. Brigden
 Gray, Harvey F. Staffa

Gray, Laura B. Owen Sound
 §Grove, Joseph H. Toronto
 Habbirk, Mary B. Seaforth
 Hanahoe, Mary (Sr. M. Mildred),
 Stratford

Harnwell, Annie I. Drayton
 Hartman, Helen. Clarksburg
 Havill, Blanche B. South Cayuga
 Hawkes, Rose A. Oshawa
 Heath, Horace J. Orton
 Heather, Grace M. Guelph
 Heather, Ruth. Guelph
 Helson, Margaret J. Toronto
 Hemphill, Andrew T. Listowel
 Henry, Eva M. Port Perry
 Henry, Gertrude J. Port Perry
 Herington, Bertha C. Toronto
 Hewitt, Benjamin H. Blenheim
 Hicks, Eleanor M. Essex
 Hicks, Evalyn G. Essex
 Hill, Joseph P. Newmarket
 Hogarth, Leila W. Tillsonburg
 Horne, Laura E. Windsor
 Hutchinson, Gladys M.,

Port Rowan

Hyde, Catherine I. Dundas
 Jackson, Sarah E. Walkerville
 Jenkins, James T. King
 Johnson, Annie B. Uxbridge
 Johnson, Kathleen A. Brandon
 Johnston, Florence M. Toronto
 Johnston, William B. Winona
 Johnstone, Mabel R. Toronto
 Jones, Charles D. West Flamboro
 Jones, Rachel L. Strathroy
 Kearney, Marion. Renfrew
 Kelly, Katherine T. Sarnia
 Kennedy, Anna. Stratford
 Kenyon, Isabel. Perth
 Keys, George P., Horning's Mills
 Kilty, Clarence G. Clinton
 King, Alexander F. Bayfield
 King, Myrtle I. Woodstock
 Kirby, Luther H. Oshawa
 Kirkwood, Eva V. Toronto
 Knapp, Elizabeth E. Galt
 Laborde, Lucy E. Brantford
 Lachance, Regina M. Tecumseh
 Lake, Ettie M. Hamilton
 Lawrence, Charles F. Durham
 Leckie, Edith H. Stratford
 Lee, Gertrude M. Kemptville
 Leonard, Agnes L. Atherley
 Livingston, May E. Barrie
 Lockhart, Olive. Midland
 Lozo, Ethel L. Cobourg
 Lucas, Alexander B. Watford

- Luke, Dorothy H. Oshawa
 MacCorquodale, Elizabeth,
 Lakeside
 Macdonald, Adrian. London
 MacDonald, Annie C. . . . Watford
 Macdonald, Jean M. Toronto
 Mackay, Robina R. Toronto
 MacKinnon, Helen C., Caledonia
 MacLachlan, Anna F. . . . Toronto
 MacNaughton, Evelyn. . . Chatham
 MacPherson, Donald S.,
 Orangeville
 MacPherson, Elizabeth,
 Campbellton
 Maitland, Marion. Elora
 Malane, Beatrice. Peterboro
 Malcolmson, Jean. . . . St. Catharines
 Manning, Muriel V. . . . Toronto
 Manning, Robert L. . . . Listowel
 Manson, Gladys B., St. Catharines
 Martyn, Tena. Ripley
 Matchett, Ethel M. . . . Lindsay
 Matchett, Letitia G. . . . Cavan
 Mattice, Stephen G. . . . Bradford
 McBride, Lela G. . . . Port Dover
 McCamus, William R. . . . London
 McCann, Dorothy. London
 McCannell, Vera G. . . . Chesley
 McCaw, Kathleen P., Port Perry
 McClinton, James. . . . Goderich
 McCoy, Kathleen A. . . . Madoc
 McCutcheon, Evelyn M.,
 Stirling
 McDonagh, Charlotte,
 Niagara Falls
 McDonald, Vivian C.,
 Port Lambton
 McFadden, Robert W. E.,
 Markdale
 McGill, Andrew. Glanworth
 McGinn, Lulu M. Orillia
 McIntyre, Anna M. . . . Dutton
 McKechnie, Catriona S.,
 Brampton
 McKee, George S. . . . Southampton
 McKee, Godfrey G. . . . Southampton
 McKellar, John. Tavistock
 McLachlin, Janet E. . . . Stratford
 McLaughlin, Verna J. . . . Wingham
 McLean, Mary E. . . . Port Perry
 McLennan, Mary L. . . . Stratford
 McLeod, Annie. Parkhill
 McManiman, Mary L.,
 Port Arthur
 McNab, Alberta. Toronto
 McNabb, Allan P. . . . Iona Station
 McNamara, Frances. . . Peterboro
 McQueen, James. . . . Mount Forest
 Medd, Josie B. Chatham
 Meek, Ruth K. Orangeville
 Merner, Chester K., Sebringville
 Merrill, Violet R. Cobourg
 Middough, Bessie I. . . . Kingsville
 Miller, Mary E. St. George
 Mills, Jennie. St. Mary's
 Moloney, Joseph C. . . . Peterboro
 Moore, Beatrice B. Chesley
 Moore, Henry C. Listowel
 Morgan, Edward C. . . . Woodbridge
 Morrow, Cora I. Bath
 Mount, Veda M. Aurora
 Moyer, Violet E. . . . Jordan Station
 Moynihan, Kathleen A. . . Almonte
 Muat, Frances L. Toronto
 Muir, George. Glenannan
 Muir, Peter. Glenannan
 Mungovan, Marguerite K.,
 Orangeville
 Murphy, Gladys M.,
 Mount Forest
 Murphy, Helen K. Orillia
 Murphy, Ruth M., Mount Forest
 Murray, Edith M., North Buxton
 Nichol, Christene, Wilton Grove
 Nicholls, Nellie M. . . . Wingham
 Noonan, Aileen. . . . Mount Forest
 Norris, John T. Markham
 O'Connor, Florence B. . . . Toronto
 O'Connor, Helen A. Whitby
 O'Hara, George A. C. . . St. Thomas
 Orr, Henry L. Milverton
 O'Toole, Mary E. Annprior
 Park, Mollie A. Holloway
 Parsons, Vera L. Toronto
 Pearson, George A. . . . St. Thomas
 Penfold, Janet L. Guelph
 Petrie, Margaret. Toronto
 Pierce, Sara. Delta
 Pike, Abram B. Bethesda
 Pomeroy, Gertrude. . . . Toronto
 Purvis, May Ann. Essex
 Quarry, Vincent C. . . . Mt. Carmel
 Quinlan, Frances M. . . . Port Hope
 Quinn, Mamie G. Kincardine
 Rattray, Mary Grace. . . . Forest
 Redick, Clara L. Streetsville
 Reesor, Alberta I. . . . Locust Hill
 Reeve, Katharine M. . . . Napanee
 Rendall, Stanley D. . . . Plattsville
 Reynolds, Effie M. . . . Niagara Falls
 Richardson, Lorne M. . . Edenvale
 Roach, Mary G. Arthur
 Robertson, Ruth. Toronto
 Robinson, Bertha E. . . Newmarket

Rodger, Mary L.....	St. Mary's	Thomson, Alma.....	Strathroy
Rose, Alexander A...	Ailsa Craig	Todd, Jean.....	Walkerton
Ross, Pearl.....	Walton	Tom, Jean B.....	Goderich
Sadleir, Edna J.....	Strathroy	Transom, Velma.....	Hamilton
Scanlan, James V.....	Toronto	Traver, Lillie A.....	Strathroy
Schwalm, Kate.....	Berlin	Tufford, Frances J...	Beamsville
Scott, George G. B.....	Guelph	Van Velzer, Alma.....	Dunboyne
Sewell, Elaine.....	Meaford	Vardon, Muriel D.....	Weston
Shier, Morley R.....	Uxbridge	Veitch, Merlin R.....	Uxbridge
Shier, Walter E.....	Uxbridge	Venning, Hazel N.....	Belmont
Shoebotham, Barbara M.,		Vickery, Beatrice I...	Port Perry
	Woodstock	Walker, Annie M.....	Toronto
Short, Wesley R.....	Drayton	Wallace, Mary H.....	Iroquois
Showers, Inez N.....	Windsor	Wallace, Robert H...	Thornbury
Simpkins, Helen M...	Belleville	Wallen, Wilfrid B...	Buttonville
Simpson, H. Jessie.....	Belwood	Wannan, Beatha J.....	Oshawa
Sirrs, Elmer J.....	Campbellville	Warrell, Edith A.....	Cochrane
Smith, Alfred L...	Jordan Station	Watson, John R.....	Kenmore
Smith, Sadie L.....	Orono	Watson, Muriel H...	Georgetown
Southcombe, William J. S.,		Watt, James H.....	Blyth
	St. Mary's	Webb, Cecil V.....	Thornton
Spencer, Beulah J.....	Napanee	Webster, Helen R...	Owen Sound
Spencer, Watson G.,	Port Colborne	White, Edna M.....	Spencerville
Spindler, Gladys M.....	Lucknow	White, Orville R.....	Whitevale
Staples, William E...	St. Thomas	Whitson, Deane.....	Markham
Stark, Ethyle M...	Port Robinson	Wigham, Rachael A....	Toronto
Stark, Evalyn M.....	Chatham	Wightman, Keith S...	Sandwich
Stinson, Mildred E.....	Toronto	Wigle, Madge A.....	Windsor
Stollery, Edith.....	Toronto	Wiley, Madge E.....	Dresden
Stong, Annie A.....	Fairbank	Williams, Mary M...	Tillsonburg
Strong, William G.....	Kippen	Wills, Gladys F.....	Mitchell
Stubbs, Mabel M.....	Brampton	Wilson, Elizabeth A...	Mimico
Swain, Clarke C.....	Cavan	Wilson, Jennie R.....	Chatham
Swartman, Marjorie.,	Waubashene	Wilson, Marguerite..	Oil Springs
Swetman, Lillian P.....	Tweed	Wilson, Nora E.....	Tilbury
Symons, Helen F.....	Toronto	Witton, Rosalind C...	Hamilton
Tamblyn, Francis A.....	Blyth	Yates, Arthur V.....	Deloro
Taylor, Marguerite.....	Toronto	Young, Laura G.....	Barrie
Taylor, Morley F.....	Midland		

Courses for Specialists only.

Batchelor, Edna G.....	Toronto	McCauley, Ina H.....	Belleville
Cline, Mabel M.....	Hamilton	Montgomery, Mayme I.,	
Cryderman, May.....	Walkerton		Peterboro
Elliott, Martha G.....	Belleville	Morrison, Olive E.....	Elmvale
Hall, Grace F.....	Wolfe Island	Turner, Ada M.....	Milton
Henderson, James C...	Thornbury	Wookey, Gladys E.....	Toronto
Henry, Stanley H...	Collingwood		

Course for Inspector's Certificate.

Ferguson, John.....	Aurora
Hume, William E.....	Toronto

Courses for Degrees in Pedagogy.

Amos, H. E.	Grimsby	Macpherson, F. F.	Hamilton
Bell, W. N.	Paris	Mark, C. E.	Ottawa
Brown, G. A., Prince Albert, Sask.		McCool, John.	Walkerton
Campbell, J. D.	Stratford	McEachern, J. G.	St. Thomas
Chisholm, W. I.	Peterboro	McGill, G. W.	Toronto
Devitt, S. G.	Brantford	McKenzie, G. W. ...	Red Deer, Alta.
Edward, W. G.	Toronto	Moshier, D. D.	Toronto
Emery, J. W.	Stratford	Patterson, W. J.	London
Forrester, J. W. ...	Smith's Falls	Prendergast, W.	Toronto
Froats, W. C.	Carleton Place	Radcliffe, S. J.	London
Hedley, R. W. ...	Edmonton, Alta.	Robbins, W. W.	Toronto
Hindle, Geo.	Kalso, B.C.	Rutherford, W. H.	Toronto
Hunter, J. H.	Coaticook, Que.	Scott, Walter.	Hardisty, Alta.
Keillor, Jas.	Toronto	Seaton, E. S.	Hamilton
Kerr, Martin.	Hamilton	Thompson, P. M.	Windsor
Lord, G. S.	Calgary, Alta.	Trench, W. W.	Prescott
Macdonald, F. J.	Toronto	Walker, Duncan.	Peterboro
MacDonald, N. S.	Toronto	Whyte, David.	Toronto
MacDougall, J. B.	North Bay	Wilkinson, J. E.	St. Thomas

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Information for Students.

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Household Science.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

THE
CALENDAR
OF THE
University of Toronto



FACULTY OF EDUCATION
1916-1917

THE
CALENDAR
OF THE
University of Toronto



FACULTY OF EDUCATION
1916-1917

ADMINISTRATIVE OFFICERS.

The University.

<i>President</i> ..	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
<i>Registrar</i>	JAMES BREBNER, B.A.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, ESQ.
<i>Librarian</i>	HUGH HORNBY LANGTON, M.A.
<i>Physical Director</i>	JAMES WARREN BARTON, M.D.
<i>Superintendents of Buildings and Grounds</i> }	COLIN GRAHAM CAMPBELL, B.A.
	ARTHUR D'ORR LE PAN, B.A.Sc.
<i>Manager of University of Toronto Press</i>	RICHARD J. HAMILTON, B.A.

Faculty of Education.

<i>President</i> ..	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
<i>Dean</i>	WILLIAM PAKENHAM, B.A.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Faculty of Education should be addressed to the Secretary of the Faculty of Education, Bloor Street, Toronto.

1916

CALENDAR

1916

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	5 12 19 26	Sun.	2 9 16 23 30
Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	6 13 20 27	Mon.	3 10 17 24 ..
Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29	Tues.	7 14 21 28	Tues.	4 11 18 25 ..
Wed.	5 12 19 26 ..	Wed.	2 9 16 23 ..	Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..
Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..
Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..
Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..
MAY		JUNE		JULY		AUGUST	
Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	2 9 16 23 30	Sun.	6 13 20 27
Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	3 10 17 24 31	Mon.	7 14 21 28
Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29
Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30
Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..	Thur.	3 10 17 24 31
Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..
Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	3 10 17 24	Sun.	1 8 15 22 29	Sun.	5 12 19 26	Sun.	3 10 17 24 31
Mon.	4 11 18 25	Mon.	2 9 16 23 30	Mon.	6 13 20 27	Mon.	4 11 18 25 ..
Tues.	5 12 19 26	Tues.	3 10 17 24 31	Tues.	7 14 21 28	Tues.	5 12 19 26 ..
Wed.	6 13 20 27	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..
Thur.	7 14 21 28	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30	Thur.	7 14 21 28 ..
Fri.	1 8 15 22 29	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..
Sat.	2 9 16 23 30	Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..

1917

CALENDAR

1917

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	6 13 20 27	Tues.	3 10 17 24 ..
Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	4 11 18 25 ..	Thur.	1 8 15 22 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	5 12 19 26 ..	Fri.	2 9 16 23 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..
MAY		JUNE		JULY		AUGUST	
Sun.	6 13 20 27	Sun.	3 10 17 24 ..	Sun.	1 8 15 22 29	Sun.	5 12 19 26
Mon.	7 14 21 28	Mon.	4 11 18 25 ..	Mon.	2 9 16 23 30	Mon.	6 13 20 27
Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..	Tues.	3 10 17 24 31	Tues.	7 14 21 28
Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29
Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 31
Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30 ..	Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	2 9 16 23 30	Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	2 9 16 23 30
Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	3 10 17 24 31
Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	4 11 18 25 ..
Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	5 12 19 26 ..
Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..
Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..
Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..

CALENDAR, 1916-1917.

1916—July	3	Summer Session begins.
Aug.	4	Summer Session closes.
Sept.	26	Registration begins.
Sept.	26	The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Sept.	27	Opening Lecture at 10 a.m. in the Assembly Hall of the Faculty of Education.
Oct.	5	Meeting of Council.
Nov.	2	Meeting of Council.
Dec.	7	Meeting of Council.
Dec.	22	Last day of Lectures. Term ends at 12 noon.
Dec.	22	Railway certificates issued at 12 noon.
1917—Jan.	9	Easter Term begins.
Jan.	11	Meeting of Council.
Feb.	1	Meeting of Council.
Mar.	1	Meeting of Council.
April	5	Meeting of Council.
May	1	Annual Examinations in Education begin.
May	3	Meeting of Council.
June	8	University Commencement.

FACULTY OF EDUCATION.

1916-1917.

President. ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
Dean. WILLIAM PAKENHAM, B.A.
Secretary. -

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*Absent on Service in the Canadian Expeditionary Forces.

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 388 Brunswick Avenue.
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- DAVID JAMES GRAY, B.A.,
Substitute Instructor in The University Schools. Burwash Hall.
- WILLIAM E. GROVES,
*Supervisor of Observation and Practice-Teaching in Ryerson
 School.* 36 Albany Avenue.
- DOUGLAS EWART HAMILTON, M.A.,
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- JOSEPH A. IRWIN,
Instructor in The University Schools. 60 Grace Street.
- GEORGE MALLORY JONES, B.A.,
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- JOHN JEFFRIES, B.A.,
*Supervisor of Observation and Practice-Teaching in Jarvis Street
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- ARTHUR R. M. LOWER, B.A.,
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- *HAROLD GORDON MANNING, B.A.,
Instructor in The University Schools. 29 Alvin Avenue.
- NORMAN LESLIE MURCH, B.A.,
Instructor in The University Schools. 299 Huron Street.
- SAMUEL WALTER PERRY, B.A.,
*Lecturer in Art and Commercial Work, and Chief Instructor in Art
 and Commercial Subjects in The University Schools.*
 138 Wells Street.
- THOMAS M. PORTER,
Instructor in The University Schools. 64 Winchester Street.
- WALTER LAWRENCE CHRISTIE RICHARDSON,
Instructor in The University Schools. 83 Pine Crest Road.
- ALLEN NELSON SCARROW,
*Instructor in Manual Training and Assistant Instructor in The
 University Schools.* 150 Delaware Avenue.
- JAMES G. WORKMAN, B.A.,
Instructor in The University Schools. Birch Cliff Post Office.

*Absent on Service in the Canadian Expeditionary Forces.

Special Courses include:—

1. (a) ~~In both the General and the Advanced Course~~, special courses for candidates for certificates as specialists in the different departments recognized by the Department of Education.

(b) Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Minister of Education before entering upon their special courses.

2. A special course in the following subjects for certificates as Inspectors of Public and Separate Schools:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law in Ontario; School Inspection, including the Supervision of Instruction in all subjects of the Public School Course.

3. Such other special courses as may be offered from time to time.

and permitted in the General Course
ATTENDANCE.

1. (a) Regular attendance is indispensable, except for such students as are exempt from attendance under the Regulations of the Department of Education, and for such other students as may be permitted by the Dean to act, for not more than a total of one month, as substitute teachers in the schools of the Provincial System of Ontario.

7(b) See (b) on page 19.

3 The Special Course for professional certificate in Household Science.

(b) In Nature Study, Vocal Music, Manual Training, Household Science, Reading (of the High School Course), Art, Bookkeeping and Writing, Physical Culture, ~~and the Seminars~~, the standing of the students in attendance shall be determined wholly by the term work. *Sewing*

(c) The standing of candidates not in attendance shall be determined by the ~~results of the final examinations~~, and ~~in the case of subjects enumerated in (b) above~~, by such practical exercises and tests as the Faculty may prescribe. *supplement*

2. (a) Examinations are held at Toronto or at such local centres as may be selected by the Senate.

(b) Written examinations or other tests are held in the following subjects at the close of the Session: Science of Education, School Organization and Management, Vocal Music, Art, Physical Culture, the Seminars, Methods in the English and Mathematics of the High School course, and in the Public School subjects referred to in Part I of the *General Course*.

(c) The other written examinations or the tests in the other subjects shall be held at convenient periods during the Session.

(d) The examinations for certificates as specialists and as inspectors shall also be held at the close of the ~~Session~~. *second term.*

(9) The examinations in the courses for the Degrees in Pedagogy and in the courses for *Ordinary certificates in Household Science* and *certificates as inspectors* shall be held as defined on pages of this Calendar.

- (ii)
4. (a) No students in attendance except those who have had their academic standing approved by the Minister of Education may be admitted to the final examinations for Specialists' Certificates.
- (iii) (b) Candidates not in attendance shall take their examinations or other tests in May or at such times and under such conditions as obtain with the candidates in attendance. *(at the close of the semester)*
5. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have their academic standing approved by the Minister of Education before entering upon their special courses. *(b)*

CERTIFICATES.

Candidates in Attendance.

Certificates of qualification as follows may be granted by the Department of Education on the results of the examinations of the Faculty of Education :—

1. **INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES**, to students who are twenty-one years of age, who have attended regularly and who have obtained in each of Parts I, II and III of their Courses 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of marks.
2. **INTERIM FIRST CLASS CERTIFICATES**, to students in the General Course who have attended regularly, and who have obtained in each of Parts I, II and III of their Course 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks.
3. **INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES**, valid for two years, to students in the General Course who have attended regularly, and who have obtained at least 35 per cent. of the marks for each subject in Parts I and II, and at least 55 per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III.
4. **INTERIM SPECIALISTS' CERTIFICATES**, to candidates who have attended regularly, who have fulfilled the conditions of one of the regular Courses and who have obtained 60 per cent. of the marks assigned to each paper or subject of the Special Course or Courses of their department.

Candidates Exempt from Attendance.

Certificates of qualification as follows may be granted by the Department on the results of the examinations to candidates who are exempt from attendance: *referred to in*

1. **INTERIM FIRST CLASS** certificates to teachers who hold only Interim High School Assistants' certificates, on passing at one examination with the prescribed percentages in the special Public and Separate

School subjects of the ~~General~~ Course and on satisfying the Faculty, by a practical test, of their ability to teach Public and Separate School classes.

2. *PERMANENT FIRST CLASS* and *HIGH SCHOOL ASSISTANTS'* certificates, to teachers who hold Permanent Second Class Certificates with the academic standing prescribed for admission into the Faculties, who submit certificates of at least five years' successful experience (all in Canada and at least half in the schools of the Ontario Provincial System) from the Public or Separate School Inspectors under whom they have taught during that period, and who pass in the final examination of the ~~General~~ Course taking Parts I and II together or separately; Permanent First Class certificates, without their being required to pass in Part III, and Interim High School Assistants' certificates on their satisfying the Faculty, by a practical test, of their ability to teach the High School subjects.
3. *INTERIM FIRST CLASS* or *INTERIM HIGH SCHOOL ASSISTANTS'* certificates, to candidates who have been unsuccessful at the final examinations, but who, of the aggregate of the marks for the term's work and final examinations, have obtained at least 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. of the aggregate of the marks for each of said Parts, provided they pass the prescribed examinations in the Part or Parts in which they have not already passed; such candidates shall not be required to take again the Part in which they may have already passed.
4. *INTERIM SPECIALISTS'* certificates, to teachers who hold First Class or High School Assistants' certificates, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the Special Courses prescribed for such certificates.
5. *INSPECTORS'* certificates, to candidates who hold the prescribed academic and professional qualifications, and who obtain forty per cent. of the marks for each paper and sixty per cent. of the aggregate of marks of the subjects prescribed for the course.

Values of Interim Certificates.

1. An Interim Second Class certificate shall entitle the holder to teach in a Public or Separate School.
2. An Interim First Class certificate shall entitle the holder to teach as Principal or Assistant in a Public or Separate School, as Assistant in a Continuation School or as Principal of a Grade B or Grade C Continuation School if endorsed by the Minister as valid for such Principalship after two years' successful experience as attested by the Inspectors.
3. An Interim High School Assistant's certificate shall entitle the holder to teach as Assistant in a High School or a Grade A and, if the Principal holds an Interim or Permanent First Class certificate, in a Grade B Continuation School.

4. An Interim Specialist's certificate shall entitle the holder to teach in a Collegiate Institute or a High or Continuation School.
5. Interim certificates may be extended from year to year by the Minister on the report of the last visiting Inspector under whom the holder of the certificate has last taught, or on the application of the holder if he has not taught thereon.

Permanent Certificates.

1. After at least two years of successful experience, on a professional certificate, as a teacher in a Public or Separate School, the holder of an Interim First or Second Class certificate shall, on the report of the last visiting Inspector, be entitled to a Permanent certificate, provided, however, that he is then twenty-one years of age.
2. After at least two years of successful experience as a teacher in a Continuation or High School, subsequent to the date on the face of the certificate, the holder of an Interim High School Assistant's certificate, ~~ordinary or specialist~~, shall, on the report of the last visiting Inspector, be entitled to a Permanent certificate of the same grade. ~~In the case of a specialist he shall also satisfy the Inspector of his competency to teach the Upper School subjects of his department.~~
3. A Bachelor or Master of Arts or a Bachelor of Science in Agriculture who holds a High School Assistant's certificate, and who, as shown by the report of the last visiting Inspector, has taught successfully at least three years in the Schools of the Ontario Provincial System (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

HONOURS.

The requirement for honours in the ~~General or Advanced Course or in the Inspectors' Course~~ is seventy-five per cent. of the aggregate of marks. Honours will be awarded only when all the examinations of a Course are completed at one time.

FEES.

1. The annual fee for the ~~General or the Advanced Course (with or without the course for Specialists)~~, which shall include the library, gymnasium and examination fees, shall be \$25.00. The fee for the examination in the ~~General or the Advanced Course~~ when the examination is not taken during the regular session or when it is taken by students not in attendance, shall be \$15.00 or \$10.00 for each Part when taken in Parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5.00 for each examination paper. The fee

for the Inspector's examination shall be \$15.00. The fee for the University Diploma will be \$2.00. A deposit of \$1 will be required of teachers-in-training who make use of the branch library in the Education building. Every male student in attendance is required to pay on registration a fee of \$1 in behalf of the maintenance of the Council of the Undergraduates.

2. All students exempt from attendance, who are duly registered in the Faculty and who pay a fee of \$10.00 (which shall not in this case include the fee for examination) may receive from the staff of the Faculty such guidance in their courses as may reasonably be expected by students not in attendance.

DETAILS OF COURSES.

The bibliographies given below are merely *suggestive*. No text-books are *required*. All bibliographies under Methods are intended to include the text-books authorized for use in the Public and High Schools of Ontario.

are printed in italics.

PART I.

HISTORY OF EDUCATION.

Throughout these courses attention will be given to the social conditions and ideals from which the educational theories and practices arose. As a part of national development education will be studied in its relationships and not as an isolated phenomenon. A. will be studied in outline, B. in greater detail.

A. Evolution of education in primitive society. Oriental education. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. New Greek education with Athenian education as its type. The sophists and the great educational theorists, Socrates, Plato and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists, Cicero and Quintilian. The idea of a practical education. Life in the Middle Ages. Christianity and education. The education of the monastery and the castle. Education in Charlemagne's empire and in England and Ireland. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Petrarch, Vittorino da Feltre, Erasmus, Elyot, Ascham, and Sturm. The Reformation and Counter-Reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Montaigne, by Mulcaster, Milton, and Locke, and by Bacon and Comenius.

B. Education according to nature. Development of the new ideal in Rousseau and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart and Froebel. The scientific and sociological ideals as represented by Spencer and modern theorists. The development of public education in Germany, Great Britain, France, the United States, and Ontario. Present day tendencies in educational administration and organization.

References:—Adamson. *Pioneers of Education.*

Laurie. *Educational Opinion since the Renaissance.*

Monroe. *A Brief Course in the History of Education.*

Munro. *The Educational Ideal.*

Ontario Normal School Manual. *History of Education.*

Parker. *History of Modern Elementary Education.*

SCIENCE OF EDUCATION.

Science of Education including Psychology, Child Study and General Method.

(1) A course of lectures dealing in the main with the following topics:—

Relation of the mental to the physical. Inborn tendencies. Sensation. Perception. Attention. Memory. Imagination. Conception. Apperception. Judgment and reasoning. Feeling and emotions. Interest. Habit. Will. Character. Motor activity. Curiosity. Suggestion and imitation. Heredity and environment. Adolescence and child study.

The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education; its relation to habit and intelligence; physical growth and development; motor activities in Education; their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of schoolroom hygiene.

The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

The instinctive element in morality; the social element in morality; the moral aspect of various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

Liberal and applied education as supplementary to each other; place of industrial education in the educational system; relation of constructive work and manual activities to mental attitudes of children and to community life. Law, government, and social requirements as elements in education.

General method. Meaning of instruction. Instruction and education. Psychologic foundations of method. General principles. Function and conduct of the recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

(2) The study in class of certain educational classics selected from the following list: Milton, Tractate on Education; Locke, Some Thoughts concerning Education, and Conduct of the Understanding; Froebel, The Education of Man; Rein, Outlines of Pedagogics; Spencer, Education; Dewey, The School and Society.

References:—Dewey. School and Society. The School and the Child. Drummond. The Child.

James. Talks to Teachers on Psychology.

Kirkpatrick. Fundamentals of Child Study.

McDougall. Psychology.

Ontario Normal School Manual. Science of Education.

Pillsbury. Essentials of Psychology.

Raymont. Principles of Education.

Ruediger. The Principles of Education.

Sandford. Mental and Physical Life of School Children.

Scott. Social Education.

Strayer. A Brief Course in the Teaching Process.

Thorndike. Elements of Psychology.

Thorndike. Principles of Teaching.

SCHOOL ORGANIZATION AND SCHOOL MANAGEMENT.

The discussion of the various topics mentioned below will include a statement of the School Law and Regulations of Ontario pertinent thereto:

1. Nature and problems; forms of educational control; executive and legislative functions of Department of Education; school boards and their functions; inspectors and other school officials; relation of inspectors and principals to teachers; relation of teachers to parents, pupils, caretakers, trustees; finance of education; local and provincial burdens; business administration.

2. Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural or technical schools; schools for sub-normal children, defectives and delinquents.

Spelling.—Scope of Spelling.

Methods in Spelling: An examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; lesson procedure in the junior grades; lesson procedure in the senior grades.

Materials for spelling: principles of selection of material for spelling.

Literature.—The aims in teaching literature.

The nature and elements of literature.

Selection of subject-matter for literature lessons; qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable selections. Supplementary reading; use of library.

Methods in teaching literature.

Lesson procedure: teacher's preparation; pupils' preparation; total meanings grasped first; analysis of these; final reading.

References.—Chubb. Teaching of English.

McMurry. Special Method in Reading of English Classics.
Public School Manuals.

Grammar.—The topics to be discussed here are to be found in the prescription of work in Grammar as a High School subject.

Arithmetic.—The aims in teaching arithmetic.

The scope of arithmetic; its relation to other subjects; its practical aspects.

The origin of number; the various steps involved in the development of the number idea.

Methods in arithmetic: analysis and synthesis; induction and deduction; graphic methods; use of concrete material, text-books and apparatus; importance of training in, and devices to secure, neatness, accuracy and speed in computation; mental arithmetic; problems and their solutions.

The various arithmetical operations; counting; notation and numeration; addition; subtraction; multiplication; division; factoring; cancellation; measures and multiples; fractions; applied arithmetic. Other topics are to be found under Arithmetic as a High School subject.

References.—McMurry. Special Method in Arithmetic.
Public School Manuals.

History.—The topics to be discussed here are to be found in the prescription of work in History as a High School subject.

Geography.—Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects: home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

References:—Andrews. Seven Little Sisters.

Frye. Home Geography.

Geikie. The Teaching of Geography.

Mill. International Geography.

Redway. New Basis of Geography.

METHODS IN HIGH SCHOOL SUBJECTS.

ENGLISH.

(a) *Grammar.*—The purpose of teaching grammar. Recognition of correct forms of speech; the principles underlying their use. Difficulties of overcoming the use of incorrect forms acquired outside of school. Value of analysis of sentences and of the study of the functions and relations of words. Consideration of the courses in grammar in Elementary and Secondary Schools. What work should be covered in the first year in the Lower School? Necessity of securing variety. Work covered in the second year. Use of a text-book in grammar. The advantages and limitations of the inductive method in teaching grammar in the Secondary School.

(b) *Composition.*—Composition presupposes thought and feeling to be expressed and some one for whom expressed. Value of composition to the individual in defining his own thought. Greater social value. This social factor demands clearness and effectiveness of style. Varieties of composition: (1) written composition, including the formal essay, class exercises, and correspondence, (2) oral composition, including speeches and debates.

(1) *Written Composition.*—The formal essay. Subjects suited to the age and experience of the pupil. Different interests of pupils. Writing of the essay. How often written. In school or at home. Use of composition books. Collection of essays. Planning the essay. Preliminary discussion. Value of formal plans. Marking of essays. System of signs used in marking errors. Teachers' general criticisms. Re-writing of essays. Discussion of errors in class. Different types of errors. Value of individual work. Self-criticism by pupil.

The development of style. Importance of choosing the best line of treatment. Selection of subject-matter. Value of a knowledge of rhetorical principles, and practice in rhetorical analysis. Effect of the quality and range of the pupil's general reading upon his style.

Class exercises. Aim to give the pupil command over the elements of form and expression. Varieties of class work. Use of a text-book. Methods of dealing with exercises.

Correspondence.

(2) *Oral Composition*.—How oral composition differs from written composition with respect to subject-matter and expression. Aim of class work in oral composition; improvement of the pupil with respect to manner, form of speech, vocal control. How to conduct an oral composition lesson.

(c) *Spelling*.—Causes of incorrect spelling. Necessity for teaching underlying principles. Importance of a knowledge of derivation. Value of rules.

(d) *Literature*.—Literature in the Secondary School. Purpose of teaching literature. Literature defined as essentially (a) artistic; (b) an expression of the ideal; (c) a reflection of life.

The emotional element in poetry. The poet as an ethical teacher. Free range of the imagination of the poet. The importance of the artistic element in poetry. The language of poetry. Principles governing the selection of material. Selections suitable for literature in the Lower School. List of books for supplementary reading. Complete wholes versus extracts. Lists of recommended books for outside reading. Use of the school library. The selection of books for the school library. Relations with the Public Library.

Methods of teaching literature. The extensive and the intensive study of literature compared. The introduction to the lesson. Difference in the treatment of long and short passages, and of narrative, lyric and dramatic literature. The preliminary reading of the selection. The place of explanation of words and phrases. The importance of the teacher's ability to read well. Oral reading by the pupils, after study.

Memorization. The value of oral and written reproduction. Examinations in literature.

Methods of dealing with supplementary reading. Means of testing the pupils' outside reading.

(e) *Oral Reading*.—Methods of teaching reading. Attention to the principles of vocal expression; time; pitch; quality; force. The place and limitations of imitative reading. Class procedure. Relative values of prose and poetry as material for the lesson in reading.

References:—Carpenter, Baker and Scott. The Teaching of English. Chubb. The Teaching of English. Public and High School Manuals.

HISTORY.

The scope and nature of the subject-matter; the choice of materials for school use; what facts are of most worth.

(ii) The instruction under this heading will also include a practical course in voice culture and oral reading.

The aim in teaching history; its value for discipline, for citizenship, for the understanding of present conditions.

The method of teaching; the lecture method; the Socratic method; "cause and effect" in history; the use of sources; the conduct of the recitation; the individual work of the pupil; the acquiring of time and space relationships; the use of dates, charts, maps.

The study of civics.

The correlation of history with geography; with literature and composition; supplementary reading in history; the historical novel; school societies and the conduct of public business.

The text-book, its use and abuse; bibliographies and works of reference; pictures and lantern slides.

The study of current events and present conditions in our own and foreign lands; analogies with events and conditions of the past.

References:—Bourne. The Teaching of History and Civics.
Macpherson. Visual Aids in the Teaching of History.
Public School Manual—History.
The Committee of Seven. The Study of History in Schools.

GEOGRAPHY.

Elementary Work: Methods of teaching elementary geography with detailed treatment of typical subjects; home geography; observational methods; uses of pictures, maps, globes, etc.

Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Treatment of the more important commercial commodities. Regional geography and topical geography. Relation of physical features to commerce.

The use of contour maps to interpret and illustrate different land forms.

The High School Course will be dealt with academically and the best methods considered. Special stress will be put on the use of experimentation and observation.

References:—Chisholm. Handbook of Commercial Geography.
Geikie. The Teaching of Geography.
Holtz. The Teaching of Geography.
Mill. International Geography.
Salisbury. Physiography.
Salisbury, Barrows and Tower. Essentials of Geography.
Tarr and Von Engeln. Laboratory Manuals of Geography.
Wallis. The Teaching of Geography.

MATHEMATICS.

Arithmetic: Its value and scope; its relation to the other subjects on the curriculum; the origin of number: the various steps involved in the development of the number concept; number pictures; number symbols; the unit, its nature and use; the necessity for standard units; number a ratio; the Grube method, its merits and its defects; the fundamental processes and their relations; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place and treatment of mental arithmetic; the value of problems; the essentials of proper solutions; interest in problems for which the pupils themselves furnish the materials; problems depending upon local statistics; where and how to assist pupils; the unitary method, its merits and limitations; the fraction, considered as a quotient and as equal parts of a unit; development of the rules of fractions; decimals, as special fractions and as complements of common notation; approximate results; percentage and its applications to commercial arithmetic; value of tables; mensuration, the application of arithmetic to space relations; theoretical and practical methods; the necessity for the use of models; square root.

Algebra.—Arithmetical algebra: transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; surds and imaginary quantities; quadratic equations; method of dealing with problems and the object to be kept in view in their solution; correlation of algebra and geometry; graphical methods of illustrating formulæ and of interpreting the roots of simple and quadratic simultaneous equations.

Geometry.—Practical geometry to precede the theoretical: use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; the proposition, what should be done in the class and what at home; the analytic-synthetic method of dealing with propositions and deductions; the indirect method of demonstration; methods of class teaching and class hearing; exercise of invention; the place and importance of exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

References:—Fink. A Brief History of Mathematics.

Smith. The Teaching of Elementary Mathematics.

Young. The Teaching of Mathematics.

CLASSICS.

Latin.—Pronunciation: exercises in oral reading from Caesar and Virgil. Vocabulary: its nature and extent. The importance of repetition, correlation with English, and arrangement of common words under types. The use of sight reading at every stage as an aid to the acquisition of a vocabulary. Various other devices.

Inflection: introductory lessons. The arrangements under types. Hints on the teaching of various lessons such as on the Third Declension of nouns, on adjectives and on verb forms.

Syntax: the teaching of syntax in connection with the translation of English sentences into Latin. The mode of treating it in connection with passages of authors read. Hints on the teaching of various lessons such as on the gerundive and gerund, conditional sentences, time clause, indirect discourse and the like.

Translation and kindred topics. The object of the course in translation. The difference between reading and translating; the stage at which reading and translating should begin; the choice and use of material for early reading in text-books and supplementary reading-books; a method for reading at sight; hints for the teaching of translation lessons in Caesar; oral reading of the text; oral and written translation; methods of dealing with difficulties of interpretation and faults in the form of rendering; the use of 'keys'; treatment of topics of grammar, history, archaeology and the like arising naturally from the context; use of charts and other forms of illustration; special consideration of the translating of Virgil; introductory lessons in Virgil; hints on the teaching of various passages; the metre of the Aeneid; memorization of typical selections.

Greek.—Aims and methods in teaching Greek, the importance of reading and translation; oral work in Greek teaching; pronunciation and accents; discussion of important lessons in White's First Greek book; the order of the lessons; method in teaching Homer; Homeric language-forms and metre; typical introductory lessons on Homer.

The Classical Library.—Discussion of the merits of the best books for the teacher's library in Latin and Greek.

References.—Articles in the "Classical Journal".

Bennett and Bristol. The Teaching of Latin and Greek.
Hale. Pamphlets on the Art of Reading Latin.

Johnston, H. W. Pamphlets on the Teaching of Caesar and Virgil.

MODERN LANGUAGES.

Methods as influenced by text-books, by size of classes and number of recitations per week. Direct Method. Pronunciation and oral work indispensable.

Phonetics; Practical course in Phonetics. Use of phonetic charts. Teaching by visualization.

Elementary Classes: How to conduct them without a text-book. Oral work combined with study of phonetics. Conversation and how to conduct it. Dictation, when to begin, how to conduct a lesson, correcting of errors. Length of lesson. Aids in teaching elementary classes. How to form a text-book of the pupil's notes. Grammar taught inductively from material supplied by the teacher. How to acquire a vocabulary.

Grammar: Inductive teaching. Value of grammatical rules. Repetition. Use of Mnemonics. Deductive Method. Special illustrative lessons on essentials of French and German Grammar. Importance of the Verb. How to conduct a profitable drill.

Translation: When to introduce it. Dangers to be avoided. Transliteration and Translation. Various methods of conducting recitations. How to use the Reader. Cultivation of the literary taste. Reading of the text aloud in French or German by the teacher and by the pupil.

Composition: Based on models. Oral drill on the Reader. Translation from English. Free reproduction. Original themes and exercises. Writing of letters. Methods of correction. How to use a vocabulary and dictionary.

*References:—*Bahlsen. Teaching of Modern Languages.

Brebner. Method of Teaching Modern Languages in Germany.

Breul. Teaching of Modern Languages.

Dumville. French Pronunciation.

Heath & Co. Report of the Committee of Twelve.

Heath & Co. Methods of Teaching Modern Languages.

Jespersen. How to Teach a Foreign Language.

Rippmann. Elements of Phonetics.

Savory & Jones. Sounds of the French Language.

Sweet. Practical Study of Languages.

Take in part notes on page 35.
SCIENCE.

The course in Science will be illustrated by demonstrations and practical work.

Fuller treatment of topics under Elementary Science. Laboratory equipment. Methods of demonstration. Use of technical terms. Theories, facts, scientific laws. Text-books and reference books in Science.

Chemistry: Order of treatment: introductory work; chemical laws and theories; valency; formulae and equations; qualitative and quantitative experiments; chemical arithmetic.

Physics: methods in Heat, Light, Sound, Magnetism, Electricity, and Mechanics.

Biology: Methods of treatment. Dissection. Experiments with plants. The microscope, its care and use. School museums. Plant ecology. Relation of structure to function. Practical acquaintance with common plants and animals of Ontario.

Mineralogy: Purpose of High School Mineralogy. Its relation to Geography and Chemistry. Method of treatment of physical properties of minerals. Economic importance of minerals and rocks of Ontario. Familiarity with common rocks and minerals.

References:—Andrews. Practical Course in Botany.

Colton. Zoology.

Ganong. The Teaching Botanist.

Gregory and Hadley. Classbook in Physics.

Lloyd & Bigelow. Teaching of Biology.

Smith & Hall. Teaching of Physics and Chemistry.

Wilson and Hedley. Elementary Chemistry.

PART II.

While the same general purposes direct the courses in the subjects of both Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

ART.

METHODS OF TEACHING ART.

How to use the ~~various mediums~~, pencil, charcoal, crayons, chalk (on ~~blackboard and on paper~~), brush with water colours. *ink on with*

Outline drawing of simple models and of objects based upon them in freehand perspective.

Drawing in light and shade of simple models and of objects based upon them, in freehand perspective.

The study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones, colour harmonies and tone relations.

Composition and space filling.

Principles of design and their application to pictorial, decorative, and industrial art.

Lettering.

The use of geometric forms and of forms conventionalized from nature.

~~Simple landscapes.~~ *Memory Drawing*

~~Simple figure drawing from cast and pose.~~ *13 blackboard Drawing.*

~~Use of the memory in drawing~~ *Relation of Art to Canadian Industry*

Drawing for reproduction.

Principles of perspective.

Illustrative or imaginative drawings.

Take in books

~~How to care for, mount, and exhibit school drawings.~~

Elementary modelling.

How to study pictures.

Outline of historic ornament and styles of architecture.

A short history of the schools of art with outstanding artists.

References:—Caffin. How to Study Pictures.

✓ Crane. Line and Form.

Crane. Bases of Design.

Cross. Colour Theory.

Cross. Light and Shade.

Hatton. Figure Drawing.

Polak and Quilter. The Teaching of Drawing.

Practical Drawing, Arts and Crafts Course.

Prang. Art Education for High Schools.

Simons. Modelling.

Whitney. Blackboard Drawing.

Commercial Work with Writing.—(a) Business Papers; Receipts, promissory notes, drafts, orders, cheques, bank drafts, bills of goods, invoices, endorsement and acceptance and consequent liability.

Bookkeeping: Double and Single Entry. Changing from Single to Double Entry.

References:—The Public and High School Text-books and Manuals.

(b) Writing: correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding: Position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

The Course will include practical exercises in handwriting.

References:—The Public and High School Text-books and Manuals.

~~Constructive Work and Manual Training.~~—The nature and scope of Constructive Work. Its educational and practical values; its correlation with other subjects; exercises based on the activities and requirements of the school and the home; outlines of courses in the different forms of hand-work.

A practical course based on the following outline, with concurrent instruction in methods.

Typical forms of constructive work adapted to the capacities of children in the lower grades.

Cardboard work suitable for the higher grades of the Public School.

Mechanical drawing and freehand sketching; plans and blue-prints.

Woodwork: The workshop, tools, and materials, keeping tools in order; a short course in bench-work; designing.

References:—Crawshaw. *Manual Arts for Vocational Ends.*

Gilman and Williams. *Seat Work and Industrial Occupations.*

Kidner. *Educational Handwork.*

Manual in *Manual Training.*

Row. *Educational Meaning of Manual Arts and Industries.*

Sargent. *Fine and Industrial Arts in Elementary Schools.*

Elementary Science.—Meaning of science and scientific method. Educational value of science. Experimental work, how conducted, how recorded. Manipulation. Glass working. Making of simple apparatus. Simple chemical operations, as filtration, solution, evaporation, precipitation. More advanced treatment of topics in Nature Study. Methods in special topics of Biology and Physics of Lower School. Elementary textbooks.

References:—Bailey & Coleman. *First Course in Biology.*

Gregory & Hadley. *Class-book in Physics.*

Gregory & Simmons. *Lessons in Science.*

Manual of Suggestions for Teachers of *Elementary Science.*

Household Science.—A brief course of lectures with laboratory work.

This course includes a study of the following topics; the value of Household Science in the home, and the elementary school; its effect upon the community as it deals with common evils such as ignorance of food production and manufacture, with cooking processes, and with means of avoiding waste, etc.; house construction from the housekeeper's standpoint; disposal of sewage in a country home; the furnishing of the house, floor and wall treatment, kitchen equipment; the function of art in common life; the food principles; selection and preparation of foods; dietetics; home nursing; laundering.

References:—American School of House Economics, Chicago. *Library of Home Economics.*

Hutchinson. *Food and Dietetics.*

Snyder. *Human Foods.*

Wilson. *Handbook of Domestic Science and Household Art.*

Music.—The Course is both practical and theoretical, its special object being the training of the teacher in the music suitable for Public School pupils.

The Course will include:

Tune: All intervals of the Major Diatonic Scale, both from Tonic Sol-Fa and Staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

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Take in mass

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters and thirds, with the various combinations of these, in simple and compound duple, quadruple and triple times. All the above in both Tonic Sol-Fa and Staff Notations.

Ear-training, in Time and Tune: Recognition of the rhythm and tones of short musical phrases when played or sung, and their expression in either notation.

Voice Training: Breath-control, tone-production, blending of the registers and general training for quality, range and flexibility.

Sight Singing: Singing from pointing on modulator or staff; singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: School Songs in one or two parts, with special attention to accent, enunciation, phrasing, quality of tone and expression.

Physiology: anatomy of lungs, larynx, and resonating cavities; various methods of breathing, action of vocal chords in production of tone, and influence of resonating cavities upon quality; care of voice in speaking and singing.

Methods: Teachers-in-training will be instructed in the grading of school music to suit the development of the pupils and in methods of teaching both systems.

References:—Educational Music Course, Teacher's Edition.
Teacher's Handbook of Tonic Sol-Fa System.

Nature Study.—Distinction from science. Purpose. Suitable materials. Methods with detailed treatment of typical topics from public school curriculum such as flowering plants, insects, birds, domestic animals, etc. Experimental work on functions and habits of animals and plants. Experimental treatment of common things as soap, salt, water, air, milk, soil, candle flame, etc. Discussion of special topics such as collections, weather records, bird migrations, aquaria, vivaria, school gardens, excursions. Relation of Nature Study to rural and urban life. Books on Nature Study.

References.—Comstock. Handbook to Nature Study.
Hodge. Nature Study and Life.
Scott. Nature Study and the Child.

Physical Training.—

Exercises for heart and lungs: deep breathing, running, hopping, rapid walking, "chopping" (with wands, dumb-bells or freehand), etc.

Exercises for the digestive organs: circlings, lateral movements of trunk, "diving," etc. (with wands, dumb-bells or freehand).

Muscular Development: action of the muscles. Exercises for the systematic development, with or without apparatus, of neck, trunk, arms and legs.

Corrective exercises: exercises for overcoming certain deformities or lack of symmetry.

Balance exercises: exercises for promoting a graceful and well-balanced carriage and co-ordination of muscles.

Military drill (for men only): the elements of squad, company and extended order drill; turning, marching, stepping, forming fours, etc., the formation of classes in position for physical drill, signalling.

Games and gymnastics, both indoor and outdoor.

Treatment of emergencies: first aid in fractures, dislocations and sprains, drowning, suffocation and fainting, cuts and hæmorrhage, and other accidents or emergencies.

Physiology and hygiene: personal hygiene, uses and care of organs of body.

References.—Allen. Civics and Health.

Barton. Physical Training

Gulick. Hygiene Series.

Infantry Training, 1911 1914

Martin. The Human Body.

Strathcona Trust. Physical Exercises for Schools.

Reading.—Scope of Reading: its correlation with other subjects; importance of training in reading: the pupils' previous preparation.

The processes involved in reading: the relation of ideas to symbols; the associations of visual, auditory and motor images in reading; conditions of the formation of accurate visual and auditory impressions; expression as conditioned by thought

Forms of reading: methods in reading; examination of the various methods of teaching beginners to read; devices for securing rapid word recognition and expressive reading; changes in purpose and methods of reading as determined by the development of the pupil's experience and powers; the objects of advanced reading.

Mechanics of vocal expression; the principles of vocal expression; exercises for rendering the organs of speech subservient to the will.

References.—Clark. How to Teach Reading in the Public Schools.

Cullen. Steps in the Phonic System.

Department of Education. The Manual in Primary Reading.

SEMINARS.

The seminars, each of which is a professional course of one hour per week throughout the session, include lectures, readings, reports, and discussions.

Seminars are offered in the following subjects: History of Education, Science of Education, Classics, Mathematics, English and History, Science, and Modern Languages.

COURSES FOR SPECIALISTS.

The examinations for Specialists will test, not only the candidates' skill in teaching and their familiarity with methods of instruction, but also and in particular their knowledge of the academic work of their departments.

The topics to be discussed in the Courses for Specialists follow:

English and History.—(a) The course in English for candidates for specialist certificates will include the following:

A review of the work in English Grammar, Composition, and Literature as prescribed in the High School Courses of Study. A knowledge of the organization of the Course in English throughout the various Forms of the High School. A detailed study of the methods of class-room procedure in the teaching of English and problems arising therefrom.

References:—Carpenter, Baker & Scott. *The Teaching of English.*
Chubb. *The Teaching of English.*

(b) The work for Specialists in History will include, (i) a study of particular periods of the prescribed History. (ii) Discussion of courses in History adapted for students of various ages, and of corresponding methods of teaching. (iii) More detailed treatment of certain topics mentioned under History (p. 28).

References:—Allen. *The Place of History in Education.*
Johnson. *The Teaching of History.*
Keatinge. *Studies in the Teaching of History.*
Langlois & Seignobos. *Introduction to the Study of History.*

Mathematics.—In this course will be discussed methods in trigonometry and the more advanced parts of algebra and geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds, etc.

References:—Fink. *A Brief History of Mathematics.*
Schultze. *The Teaching of Secondary Mathematics.*
Smith. *The Teaching of Elementary Mathematics.*
Young. *The Teaching of Mathematics.*

Classics.—The course in translation for Specialists includes an intensive study of methods with their application to the teaching of the authors read in the Upper School, such as Horace, Cicero and Homer. The course in grammar and composition for Specialists includes these topics: the object and extent of the teaching of grammar and composition in the Upper School; the relation of grammar to authors and composition; the order of the lessons; the selection of short sentences for the illustration of syntax; the construction of models for continuous prose; their relation to the text read; the methods of dealing with them in class; the best sources for continuous prose selections; typical composition lessons, oral and written.

References:—Bennet and Bristol. The Teaching of Latin and Greek.
Johnston. Pamphlets on the Teaching of Caesar and Virgil.
Hale. Pamphlets on the Art of Reading Latin.
Articles in the "Classical Journal".

Modern Languages:—This course will lay special stress upon the teaching of Phonetics, the Direct Method in the class-room, a study of French and German life, customs, and institutions, use of wall pictures, composition and reproduction work.

References:—Bahlsen. Teaching of Modern Languages.
Brebner. Method of Teaching Modern Languages in Germany.
Breul. Teaching of Modern Languages.
Dumville. French Pronunciation.
Heath & Co. Report of the Committee of Twelve.
Heath & Co. Methods of Teaching Modern Languages.
Jespersen. How to Teach a Foreign Language.
Rippmann. Elements of Phonetics.
Savory & Jones. Sounds of the French Language.
Sweet. Practical Study of Languages.

Science.—Relation of Science to other subjects. Chief educational values of Science. Scientific periodicals and books. Lantern projection. Photography. Making of lantern slides. Laboratory furniture. Examination of and practice in use of the apparatus used in High Schools. Discussion of special topics in relation to High School curriculum.

References:—Davis. Natural History of Animals.
Ganot, Watson, and Edser. Textbooks in Physics.
Kerner. Natural History of Plants.
Mann. The Teaching of Physics.
Mellor. Modern Inorganic Chemistry.
Newth. Chemical Lecture Experiments.

SPECIAL COURSE FOR INSPECTORS.

[NOTE.—Applicants for Inspectors' certificates valid in Ontario will not be admitted to the examinations defined below unless or until their professional qualifications have been approved by the Department of Education of Ontario].

1. Modern Tendencies in Education and Modern Educational Systems
(two examination papers).

Modern Tendencies will include such topics as: The psychological aspect of education; the development of the pupil rather than of his intellect or of the subject taught; self activity rather than directed effort in education. the development of capacity as an aim of school work; the use of interests and natural tendencies for educational ends; moral and aesthetic training; the relation of school to life; heredity, environment, and social requirements both personal and general; the industrial aspects of school work; education for urban and rural life; medical inspection and care for physical welfare; uses of examinations.

Modern Educational Systems: A comparative view of the educational systems of Great Britain, Germany, France, and United States.

Suggested References:—Bailey. The Nature Study Idea.

Balfour. Educational Systems of Great Britain and Ireland.

Burrage & Bailey. School Sanitation and Decoration.

De Garmo. Education and Interest.

Dean. The Worker and the State.

Dewey. The Educational Situation. School and Society.

Dexter. History of Education in United States.

Dutton and Snedden. School Administration.

Hughes. Making of Citizens.

Kern. Among Country Schools.

Ontario School Law and Regulations.

Ontario Agricultural College, Nature Study Leaflets.

Paulsen. German Education.

Scott. Social Education.

Seath. Education for Industrial Purposes.

Shaw. School Hygiene.

Snedden. Vocational Education.

2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system

in its present forms, higher, and, in particular, secondary and primary, and in its historical development. References suggested here are the general histories of Canada and Ontario, portions of recent Reports of the Education Department of Ontario, the biographies of Strachan and Ryerson, Public Education in Upper Canada (Coleman), Egerton Ryerson and Public Education in Upper Canada (Putman). Articles on Public Education in Ontario in vol. XVIII of Canada and Its Provinces, Articles in Proceedings of O.E.A. for 1914, 1915, 1916.

3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the Continuation Schools Act, the High Schools Act, the Truancy Act, the Industrial Education Act, the Public Libraries Act, Department of Education Act, the Schools Sites Act and amending Acts and the Regulations of the Department of Education of Ontario and in particular with the law and regulations in regard to the appointment and qualifications of inspectors.

4. School Inspection and Supervision of Instruction in Public School Subjects (one paper).

Candidates will be expected to show an intelligent appreciation of the duties and responsibilities attaching to the office of inspector in Ontario; and a familiarity with methods of school management and with the relations of inspectors to teachers, boards of trustees, and the Department of Education; and they must also give evidence of competency to instruct, and to supervise instruction, in any of the subjects of the Public School Courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must make himself familiar with official practice in inspection, and must rely upon his experience in school management and class instruction, supplemented by such reports and books as he may deem pertinent.

DEGREES IN PEDAGOGY.

GENERAL INFORMATION.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in education, while they have also become more professional in purpose; and the examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Department of Education of Ontario exempts the holder of the Degree of B.Pæd. or D.Pæd. from one or two (as the case may be) of the seven years of experience now required of candidates for Inspectors' certificates.

By a joint arrangement with the Faculty of Education of Queen's University Summer Courses of instruction for candidates for degrees in Pedagogy are offered as follows:

In the summer of 1915 in the Science of Education and in the History of Education at Queen's University.

In the summer of 1916 in Educational Psychology and in School Administration at the University of Toronto.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Pæd.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from any university in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.
2. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education and Educational Systems, and Educational Administration and Organization.
3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.
4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

5. The examination shall be held in December at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee is \$10 for the full examination or \$3 for each subject if taken separately. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each subject may be taken and will be examined on separately. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References :—Alexander. A Short History of Philosophy.

Bagley. The Educative Process.

Dewey. { The School and Society.

{ The School and the Child.

Mac Cunn. The Making of Character.

Mill. Utilitarianism.

Ruediger. Principles of Education.

Spencer. Education.

Watson. Outlines of Philosophy.

(ii) Educational Psychology. (Two papers.)

References :—Hall. Aspects of Child Life.

James, Text Book of Psychology.

McDougall. Physiological Psychology. (New ed.).

Parker. Methods of Teaching in High Schools.

Pillsbury. Essentials of Psychology.

Sandiford. Mental and Physical Life of School Children.

Titchener. Outlines of Psychology.

Minsterberg. Psychology and the Teacher ?

(iii) The History of Education and Educational Systems. (Two papers.)

References:—Davidson. Rousseau and Education according to Nature.
 De Garmo. Herbart and the Herbartians.
 Fletcher and Welton. Froebel's Chief Educational Writings.
 Freeman. Schools of Hellas.
 Graves. History of Education (3 vols.).
 Green. Pestalozzi's Educational Writings.
 Monroe. Textbook in the History of Education.
 Monroe. Comenius.
 Monroe. Source Book for the History of Education.
 Parker. History of Modern Elementary Education.
 Wilkins. Roman Education.
 Woodward. Vittorino da Feltre.

(iv) Educational Administration and Organization, including an examination of the outlines of the present-day educational systems of Germany, France, England, and the United States. (Two papers.)

References:—Balfour. Educational Systems of Great Britain and Ireland.
 Bolton. The Secondary School System of Germany.
 Brown. American High Schools.
 Butler. Education in the United States.
 Dutton & Snedden. Administration of Education in the United States.
 Eliot. Educational Administration.
 Farrington. The Public Primary School System of France.
 Farrington. French Secondary Schools.
 Greenough. The Evolution of the Elementary Schools of Great Britain.
 Hollister. High School Administration.
 Hughes. The Making of Citizens.
 Monroe. Cyclopedia of Education.
 Seeley. The Common School System of Germany.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions.

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions and a first class or High School Assistant's certificate or its equivalent.
2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

4. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education, and Educational Administration and Organization. He shall also submit on or before November 1st, a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis.

5. The examination, which may be taken as a whole or separately in subjects, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's degree.

6. Candidates who possess partial standing in the D. Paed. courses may, with the consent of the Council of the Faculty of Education, have that standing applied in qualification for the B.Paed degree.

7. The fee for the whole examination is \$10, and for each subject, when taken separately, \$3. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References:—Adams. Evolution of Educational Theory.

Adamson. Outlines of Modern Philosophy.

Bosanquet. Education of the Young in Plato's Republic.

Bosanquet. Philosophic Theory of the State.

Cooley. Human Nature and the Social Order.

Croce. Philosophy of the Practical (trans. Ainslie).

Dewey. Schools of To-morrow.

Hayes. Introduction to Sociology.

Hobhouse. Morals in Evolution.

Wallas. The Great Society.

(ii) Educational Psychology. (Two papers.)

References:—Hall. Adolescence. 2 vols.

Hobhouse. Mind in Evolution. (New ed.).

Huey. Psychology and Pedagogy of Reading.

James. Principles of Psychology. 2 vols.

Judd. Psychology of High School Subjects.

Ladd & Woodworth. Elements of Physiological Psychology.

McDougall. Social Psychology.

Rusk. Introduction to Experimental Education.

Thorndike. Educational Psychology. 3 vols.

[(iii) The History of Education and Educational Systems from 1800 to the present day, with special reference to Germany, France, Great Britain, the United States, and Ontario. (Two papers.)

References:—Balfour. The Educational Systems of Great Britain and Ireland.

Birchenough. History of Elementary Education in England and Wales.

Brown. The Making of our Middle Schools.

Coleman. Public Education in Upper Canada.

Dexter. History of Education in the United States.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Findlay. Arnold at Rugby.

Fletcher & Welton. Froebel's Chief Educational Writings.

Graves. History of Education (vol. 3).

Green. Pestalozzi's Educational Writings.

Green. Life and Works of Pestalozzi.

Herbart. Outlines of Educational Doctrine (Lange and De Garmo).

Monroe. Textbook on the History of Education.

Parker. History of Modern Elementary Education.

Paulsen. German Education, Past and Present.

Putman. Egerton Ryerson and Education in Upper Canada.

Russell. German Higher Schools.

Spencer. Education.

Candidates are also advised to consult, if accessible, the following:

The Special Reports of the English Department of Education.

The Reports of the United States Commissioner of Education.

The Reports of the Minister of Education, Ontario.

Monroe's Cyclopaedia of Education, Hodgins' Documentary History of Education in Upper Canada, Canada and its Provinces, vol. xviii.

(iv) Educational Administration and Organization in Germany, France, England, and the United States, and with special reference to the administration and organization of education in Ontario. (Two papers.)

*References:—*Brown. The Training of Teachers for Secondary Schools.
Burstall and Douglas. Public Schools for Girls.
Farrington. The Public Primary School System of France.
Farrington. French Secondary Schools.
Johnson. High School Education.
Kandel. Elementary Education in England.
Kandel. The Training of Elementary Teachers in Germany
Monroe. Principles of Secondary Education.
Norwood and Hope. Higher Education of Boys in England.
Ontario. The Acts, Regulations, Instructions of the Department of Education.
Paulsen. German Education Past and Present.
Russell. German Higher Schools.
Sachs. The American Secondary School and some of its Problems.
Sandiford. The Training of Teachers in England and Wales.
Seath. Education for Industrial Purposes.
Strayer and Thorndike. Educational Administration, Quantitative Studies.

(Candidates are advised to consult, if accessible, the Special Reports of the Board of Education, England; the Reports of the United States Commissioner of Education, the Reports of the Minister of Education, Ontario; and Monroe's Cyclopedia of Education.)

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

General Information.

In April, 1915, the Board of Governors of the University of Toronto decided that the Faculty of Education would conduct, in behalf of the Ontario Department of Education, a one year's course for the training of candidates for Ordinary Certificates in Household Science. The course will be given in the Household Science Building on Bloor St. This building contains well-equipped and well-ventilated lecture-rooms, laboratories, reading-room, and gymnasium. The instructors will be members of the staff of the Faculty of Household Science.

The second session of the course will open September 27, 1916, and close May 31, 1917. The final examinations will be held in May, 1917. Application for admission to the course should be made to the Secretary of the Faculty of Education, University of Toronto, not later than September 27.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from four dollars per week upwards, for lodging with board; or rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Lady Superintendent of University College, the Secretary of the Young Women's Christian Association and the Dean of Annesley Hall, and students are recommended to consult them with reference to the selection of suitable accommodation. In addition the following residences offer suitable accommodation at reasonable rates: Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

TERMS OF ADMISSION.

A candidate for admission to the course for the Ordinary Certificate in Household Science should make application on a form to be obtained from the Secretary of the Faculty of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(a) A Second-Class or First-Class Public School or a High School Assistant's Certificate.

(b) A Kindergarten-Primary or a Kindergarten Director's Certificate together with Normal Entrance or Faculty Entrance Certificates (in full).

COURSE OF STUDY.

The Course of Study for the Ordinary Certificate in Household Science is covered in one college session and includes the following:

PART I.

FOOD AND FOOD PREPARATION.

The manufacture, comparative cost, and nutritive value of food materials.

The scientific principles underlying methods of preparation, and the application of these principles in preparing common food materials. The laboratory work under this heading will include considerable practice, with the purpose of developing skill in handling materials and utensils.

Dietary standards, balanced rations, the construction of dietaries, the serving of meals.

HOUSEHOLD MANAGEMENT AND HOUSECRAFT.

The care of the house; a study of the cleaning of metals, woods, and textiles (including laundry-work).

Sanitation; the effect of environment on health; the sanitary control of surroundings; the disposal of waste.

The hygienic and artistic furnishing of a house; the cost of furnishing.

Emergencies; bandaging; home care of the sick.

SEWING.

Hand sewing; stitch forms; seams and hems with their applications; darning; patching; simple embroidery.

Use and care of the sewing machine and its attachments.

Use of commercial patterns.

Cutting, fitting and finishing of undergarments and shirtwaists.

METHODS IN HOUSEHOLD SCIENCE.

The aims in teaching Household Science; the scope of Household Science; its relation to other subjects; methods of presenting Household Science to children, etc.; the planning of Household Science courses; discussions relating to equipment; cost of lessons, etc.

ELEMENTARY APPLIED CHEMISTRY.

The chemical nature of foods. There will be a short course of lectures on certain principles of organic chemistry and of biochemistry, necessary for the understanding of the composition of foods and of their physiological value, and elementary lectures and laboratory work on the more important aspects of the composition of foods and the changes which they undergo in digestion, putrefaction, etc. Students in this course will be expected to have a knowledge of elementary inorganic chemistry.

PART II.

Observations and Practice Teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS.

(1) Candidates for Ordinary Certificates shall pass in each of Parts I and II under the following conditions:

(a) PART I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods and Food Preparation (400).

Household Management (200).

Sewing (200).

Elementary Applied Chemistry (200).

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the oral, written, and practical tests given therein throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods and Food Preparation and Household Management, 2 papers each.

Sewing and Elementary Applied Chemistry, 1 paper each.

On each paper in these subjects (except Elementary Applied Chemistry) there will be one or more questions on Methods in Household Science.

The pass standard in Part I shall be 40% of the marks assigned to the sessional records in each subject and 40% of the aggregate marks for each subject and 60% of the aggregate of the marks for the Part.

(b) PART II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and the observation lessons.

(2) Candidates who fail in both Parts or in either Part must repeat the session if they wish to qualify for the Ordinary Certificate.

ATTENDANCE.

Regular and punctual attendance is compulsory.

Students who in the opinion of the staff are unduly deficient in scholarship or whose conduct or progress or general health is unsatisfactory may be dismissed from attendance at any time during the session.

FEES.

(1) The annual fee, which shall include tuition, laboratory supplies, physical culture, and the use of the library of the Household Science department, shall be \$25.00.

(2) At the beginning of the session, a deposit of \$2.00 will be required in each of the departments of Household Science and Elementary Applied Chemistry. These sums, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

(3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education on any date during the month of June.

GENERAL.

A candidate who takes the course and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science Certificate which shall be valid in these subjects in any Public, Separate or High School of the Province and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

NOTE—The requirements in regard to the Specialists' Certificates for teachers in Collegiate Institutes are set forth in the High School Regulations, and the requirements for teachers of Household Science in the new Agricultural departments, in the Syllabus of Studies thereof.

**THE SUMMER SESSION OF THE UNIVERSITY OF TORONTO
COURSES OFFERED BY THE FACULTY OF EDUCATION.**

I. In response to the requests of teachers who wish to improve their status the Department of Education offers through the Faculty of Education the following courses in the Summer Session of 1916:

1. A Course in Manual Training for Provincial certificates in Manual Training.

2. A Course in Household Science for the Provincial certificate in Elementary Household Science.

3. A Course in Vocal Music for Provincial certificates as teachers and Supervisors of Music in the Public and Separate Schools.

4. A Course in Commercial Work for Elementary Commercial certificates and for Provincial certificates as Commercial Specialists

5. A Course for certificates as teachers of Auxiliary Classes.

6. A Course for Kindergarten—Primary certificates.

7. A Course in Parts C & D of the Examination for Entrance to the Faculties of Education.

8. A course in Part B of the Examination for Entrance to the Normal Schools.

These courses begin July 3, and last five weeks. They are followed immediately by regular Departmental Examinations. In courses 4, 7 and 8, the Faculty of Education offers guidance by correspondence in preparation for the Summer Session.

By special arrangement with the Department of Education, all these Summer Courses are offered *free* of tuition fees to teachers.

II. The Faculty of Education offers in 1916 Summer Courses in (a) the Educational Psychology and School Administration of the Courses for Degrees in Pedagogy and in (b) the subjects of the Special Course for Inspectors. It also offers for those exempt from attendance, Summer Courses in the subjects of the First Class and High School Assistants' examinations.

Course for Inspector's Certificate.

Sullivan, J. F.....London

Courses for Degrees in Pedagogy.

Althouse, J. G.....Strathroy
 Anderson, J. T. M....Yorkton, Sask.
 Armstrong, G. H.....Toronto
 Bell, W. N.....Paris
 Brown, G. A., Prince Albert, Sask.
 Campbell, J. D.....Stratford
 Chisholm, W. I.....Peterboro
 Devitt, S. G.....Brantford
 Emery, J. W.....Stratford
 Forrester, J. W.....Smith's Falls
 Froats, W. C.....Carleton Place
 Hedley, R. W.....Edmonton, Alta.
 Hindle, Geo.....Trail, B.C.
 Hunter, J. H.....Coaticook, Que.
 Kerr, Martin.....Hamilton
 Lord, G. S.....Calgary, Alta.
 MacDonald, D. D.....Toronto
 MacDonald, N. S.....Toronto
 MacDougall, J. B.....North Bay

Macpherson, F. F.....Hamilton
 Mark, C. E.....Ottawa
 McCool, John.....Walkerton
 McEachern, J. G.....St. Thomas
 McGill, G. W.....Toronto
 McKechnie, J. H.....Wilkie, Sask.
 McKenzie, G. W...Red Deer, Alta.
 Morgan, J. J...N. Edmonton, Alta.
 Moshier, D. D.....Toronto
 Radcliffe, S. J.....London
 Robbins, W. W.....Toronto
 Scott, Walter.....Hardisty, Alta.
 Seaton, E. T.....Hamilton
 Smith, Arthur.....Toronto
 Thompson, P. M.....Windsor
 Walker, Duncan.....Peterboro
 White, E. T.....London
 Whyte, David.....Toronto
 Wilkinson, J. E.....St. Thomas

TERMS

1. There shall be three terms in the Session. The first term shall begin on the last Wednesday in September and close midway in the Session between the last Wednesday in September and the last day of April. The second term shall close on the last day of April. The third term shall close on the second Friday in June. There shall be the usual Christmas and Easter vacations.
2. Courses of instruction in the following subjects shall continue throughout the first and second terms: The Science of Education, Methods in the subjects of the Public and Separate School Course, Methods in English, History and Geography, and Mathematics.
3. Courses of instruction in the following subjects shall continue through the first or the second term, or parts of both terms: History of Education; School Organization and Management; Methods in Science, Moderns, and Classics; Nature Study, Oral Reading, and Elementary Science.
4. Courses of instruction in the following subjects shall continue throughout the first, second, or third term, or parts of these terms: Vocal Music, Manual Training (for men) and Manual Training (Forms I,II,III) with Household Science (for women), Art, Bookkeeping and Writing, Physical Culture.
5. Courses of instruction for Specialists shall continue throughout the first and second terms.

TERMS

1. There shall be three terms in the year. The first term shall begin on the first day of September and close midway in the session between the first day of April and the first day of May.

The second term shall close on the first day of June and the third term shall close on the first day of September. The annual Christmas and Easter vacations shall be observed.

2. Courses of instruction in the following subjects shall continue throughout the first and second terms: Science of Education, Methods in the various branches of Education, and Separate School Course, Methods in the various branches of Education.

3. Courses of instruction in the following subjects shall continue throughout the first and second terms: Geography, and Mathematics.

4. Courses of instruction in the following subjects shall continue through the first or the second term: History of Education, School Management, Methods in Science, Modern Languages, and Elements of Natural Science.

5. Courses of instruction in the following subjects shall continue through the first, second, and third terms: History of Education, School Management, Methods in Science, Modern Languages, and Elements of Natural Science.

6. Courses of instruction in the following subjects shall continue through the first, second, and third terms: History of Education, School Management, Methods in Science, Modern Languages, and Elements of Natural Science.

7. Courses of instruction in the following subjects shall continue through the first, second, and third terms: History of Education, School Management, Methods in Science, Modern Languages, and Elements of Natural Science.

8. Courses of instruction in the following subjects shall continue through the first, second, and third terms: History of Education, School Management, Methods in Science, Modern Languages, and Elements of Natural Science.

LECTURES

The lecture hour shall be the equivalent of fifty-five minutes. In the subjects of Parts I and II there shall be given during the first and second terms an average of not fewer than fifteen lectures per week. In the instruction of the third term which shall consist mainly of practical work in such subjects as Vocal Music, Manual Training, ^{Sewing} Household Science, Art, or Physical Culture, the number of hours or lectures per week shall be increased to not fewer than twenty.

LECTURES

The lecture hour shall be the equivalent of fifteen minutes. In the subjects of Parts I and II given during the first and second terms a fewer than fifteen lectures per week. In the third term which shall consist of work in such subjects as Vocal Music, Music, Handwriting, Science, Art, or Physical Culture hours or lectures per week shall be more than twenty.

continue throughout the first and second terms of Education, Methods in the Science of Education, Methods in the Science of Education, Methods in the Science of Education, and separate School Course, Methods in the Science of Education, and Mathematics.

3. Courses of instruction in the following subjects: History of Education; School Management; Methods in Science, Modern, Nature Study, Oral Reading, and Elements of Science. Courses of instruction in the following subjects: History of Education; School Management; Methods in Science, Modern, Nature Study, Oral Reading, and Elements of Science.

1. For students in attendance final written examinations and other tests are held at the close of each term for such courses of instruction as have been completed during said term.
2. For students not in attendance written examinations and other tests are held at the close of the second term in all subjects of the course.
3. No student in attendance may take a final written examination or other test in any subject until he has completed his course of instruction in that subject, but with the approval of the Dean any student in attendance may take or repeat, at the close of the second term, one or more of the final written examinations and other tests prescribed for courses of instruction completed in the first term.
4. Students not in attendance may substitute final written examinations and other tests held in any subject or subjects at the close of the first term for similar examinations and tests held at the close of the second term, but they may not substitute the final written examinations and other tests at the close of the third for similar examinations and tests at the end of the second term.

1. For students in attendance final written examinations other tests are held at the close of each term courses of instruction as have been completed.
2. For students not in attendance written examinations tests are held at the close of the second term of the course.
3. No student in attendance may take a final written or other test in any subject unless he has completed instruction in that subject, but with the exception of any student in attendance may take or repeat of the second term, one or more of the final written and other tests prescribed for courses of instruction in the first term.
4. Students not in attendance may repeat a final examination and other tests held in any subject at the close of the first term for similar examination at the close of the second term, but they may not take a final written examination and other tests at the third or similar examinations and tests at the term.

Academic Review and Study of Methods of Teaching.

How to use the pencil, charcoal, coloured crayons, chalk, brush with ink or with water-colours.

Outline drawing of simple models and of objects based upon them, in freehand perspective.

Drawing in light and shade of simple models and of objects based upon them, in freehand perspective.

The study of colour; the standard colours, hues, graying of colours, scales of tones, colour harmonies.

Composition and space filling.

Principles of design and their application to pictorial, decorative and industrial art.

Lettering.

The use of geometric forms and of forms conventionalized from nature.

Memory drawing.

Blackboard drawing.

Relation of art to Canadian industries.

Drawing for reproduction.

Illustrative drawings.

Principles of perspective.

Elementary modelling.

Outline of historic ornament and styles of architecture.

Taste in house decoration and furnishing.

How to study pictures.

- | | | |
|-------------|----------------|---------------------------------------|
| References: | Bellin-Carter. | The Principles of Drawing. |
| | Branch. | Design. |
| | Caffin. | Guide to Pictures. |
| | Crane. | Line and Form. |
| | Cross. | Light and Shade. |
| | Dow. | Composition. |
| | Lethaby. | Architecture. |
| | Norton. | Freehand Perspective and Sketching. |
| | Ontario Manual | of Art. |
| | Prang. | Industrial Art Text-Books. |
| | Simpson. | History of Architectural Development. |
| | Unwin. | Clay-Modelling. |
| | Whitney. | Blackboard Drawing. |

Academic Review and Study of Methods of Teaching

How to use the pencil, charcoal, coloured crayon
 with ink or with water-colours.
 Outline drawing of simple models, and of objects
 in freehand perspective.
 Drawing in light and shade of simple models and
 upon them, in freehand perspective.
 The study of colour; the standard colour plates,
 scales of tones, colour harmonies.
 Composition and space filling.
 Principles of design and their application to
 and industrial art.
 Lettering.
 The use of geometric forms.
 Memory drawing.
 Blackboard drawing.
 Relation of art to Canada.
 Drawing for reproduction.
 Illustrative drawings.
 Principles of perspective.
 Elementary modelling.

SEWING

Study and application of different stitches; basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching; mending; darning (different kinds); button-holes, mitred and square corner; hemming, doll's apron.

References: Public School Manual.
Walker: Manual of Needlework and Cutting Out.

Academic Review and Study of Methods of Teaching

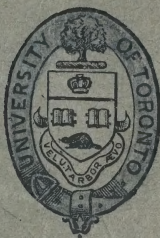
blackboard drawing.
relation of art to Canada
drawing for reproduction
illustrative drawings.
principles of perspective
elementary modelling.

*P. Sanford
for collection*

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1917-1918

UNIVERSITY OF TORONTO PRESS

THE
CALENDAR

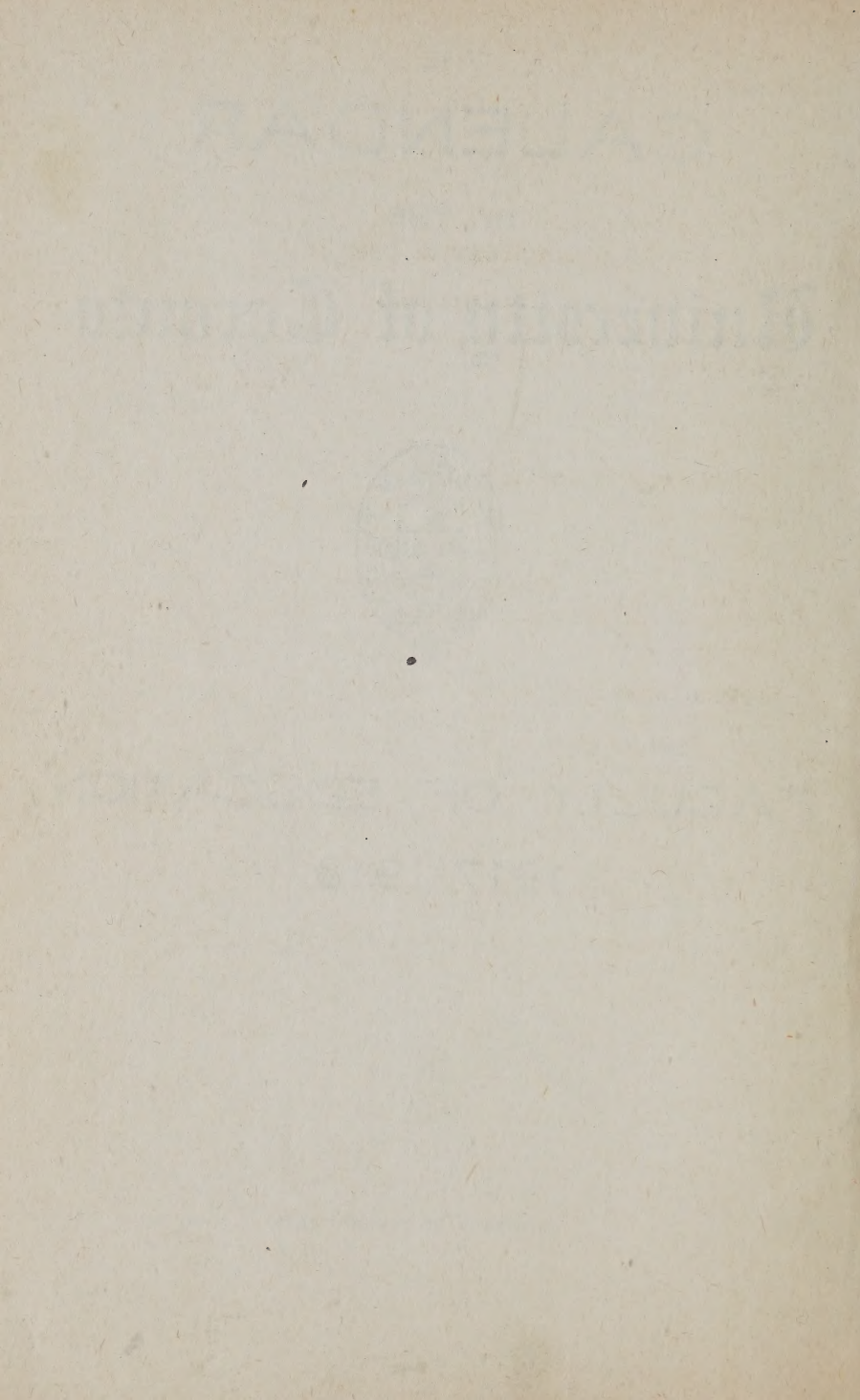
OF THE

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<i>Dean</i>	WILLIAM PAKENHAM, B.A.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Faculty of Education should be addressed to the Secretary of the Faculty of Education, Bloor Street, Toronto.

1917

CALENDAR

1917

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	6 13 20 27	Tues.	3 10 17 24 ..
Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	4 11 18 25 ..	Thur.	1 8 15 22 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	5 12 19 26 ..	Fri.	2 9 16 23 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..
MAY		JUNE		JULY		AUGUST	
Sun.	6 13 20 27	Sun.	3 10 17 24 ..	Sun.	1 8 15 22 29	Sun.	5 12 19 26
Mon.	7 14 21 28	Mon.	4 11 18 25 ..	Mon.	2 9 16 23 30	Mon.	6 13 20 27
Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..	Tues.	3 10 17 24 31	Tues.	7 14 21 28
Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29
Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 31
Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30 ..	Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	2 9 16 23 30	Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	2 9 16 23 30
Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	3 10 17 24 31
Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	4 11 18 25 ..
Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	5 12 19 26 ..
Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..
Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..
Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..

1918

CALENDAR

1918

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	6 13 20 27	Sun.	3 10 17 24	Sun.	3 10 17 24 31	Sun.	7 14 21 28
Mon.	7 14 21 28	Mon.	4 11 18 25	Mon.	4 11 18 25	Mon.	1 8 15 22 29
Tues.	1 8 15 22 29	Tues.	5 12 19 26	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30
Wed.	2 9 16 23 30	Wed.	6 13 20 27	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..
Thur.	3 10 17 24 31	Thur.	7 14 21 28	Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..
Sat.	5 12 19 26 ..	Sat.	2 9 16 23 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..
MAY		JUNE		JULY		AUGUST	
Sun.	5 12 19 26	Sun.	2 9 16 23 30	Sun.	7 14 21 28	Sun.	4 11 18 25
Mon.	6 13 20 27	Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26
Tues.	7 14 21 28	Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27
Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28
Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29
Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30
Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 31
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	1 8 15 22 29	Sun.	6 13 20 27	Sun.	3 10 17 24	Sun.	1 8 15 22 29
Mon.	2 9 16 23 30	Mon.	7 14 21 28	Mon.	4 11 18 25	Mon.	2 9 16 23 30
Tues.	3 10 17 24 ..	Tues.	1 8 15 22 29	Tues.	5 12 19 26	Tues.	3 10 17 24 31
Wed.	4 11 18 25 ..	Wed.	2 9 16 23 30	Wed.	6 13 20 27	Wed.	4 11 18 25 ..
Thur.	5 12 19 26 ..	Thur.	3 10 17 24 31	Thur.	7 14 21 28	Thur.	5 12 19 26 ..
Fri.	6 13 20 27 ..	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29	Fri.	6 13 20 27 ..
Sat.	7 14 21 28 ..	Sat.	5 12 19 26 ..	Sat.	2 9 30 23 30	Sat.	7 14 21 28 ..

CALENDAR, 1917-1918.

1917—July	3.....	Summer Session begins.
Aug.	4.....	Summer Session closes.
Sept.	25.....	Registration begins.
Sept.	25.....	The Opening Address by the President to the students of all the Faculties at 3 p.m. in Convocation Hall.
Sept.	26.....	Opening Lecture at 10 a.m. in the Assembly Hall of the Faculty of Education.
Oct.	4.....	Meeting of Council.
Nov.	1.....	Meeting of Council.
Dec.	6.....	Meeting of Council.
Dec.	21.....	Last day of Lectures. Term ends at 12 noon.
Dec.	21.....	Railway certificates issued at 12 noon.
1918—Jan.	8.....	Easter Term begins.
Jan.	10.....	Meeting of Council.
Feb.	7.....	Meeting of Council.
Mar.	7.....	Meeting of Council.
April	4.....	Meeting of Council.
May	1.....	Examinations in Part I begin.
May	2.....	Meeting of Council.
June	7.....	University Commencement.
June	21.....	Session closes.

FACULTY OF EDUCATION.

1917-1918.

President. ROBERT ALEXANDER FALCONER, M.A., LL.D., D.Litt., K.C.M.G.
Dean WILLIAM PAKENHAM, B.A.
Secretary

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Instructor in Physical Training. 318 Palmerston Boulevard.

*GEORGE NEVILLE BRAMFITT, B.A.,
Instructor in Music and Instructor in The University Schools.
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JOHN OLIVER CARLISLE, M.A.,
Instructor in The University Schools. 66 Browning Avenue.

*GEORGE ALTON CLINE, M.A.,
Instructor in The University Schools.

FREDERICK ETHBERT COOMBS, M.A.,
*Lecturer in Methods in Elementary Subjects, and Chief Instructor in
 Elementary Subjects in The University Schools.*
 158 Delaware Avenue.

GEORGE AUGUSTUS CORNISH, B.A.,
*Assistant Professor of Methods in Science, and Chief Instructor in
 Science in The University Schools.* 38 St. Clair Avenue East.

JOHN THOMAS CRAWFORD, B.A.,
*Assistant Professor of Methods in Mathematics, and Chief Instructor
 in Mathematics in The University Schools.* 168 Walmer Road.

ERNEST LE ROY DANIHER, B.A.,
Instructor in The University Schools. 26 Page Street.

WILLIAM JAMES DUNLOP, B.A.,
Instructor in The University Schools. 32 Palmerston Gardens

WILLIAM CHALMERS FERGUSON, B.A.,
*Lecturer in Methods in French and German, and Chief Instructor in
 French and German in The University Schools.* 6 Hilton Avenue.

*Absent on service in the Canadian Expeditionary Forces.

- HORACE ALEXANDER GRAINGER, B.A.,
Instructor in The University Schools. 199 Howland Avenue
- FRANK HALBUS, B.A.,
Substitute Instructor in The University Schools. 262 St. George Street.
- DOUGLAS EWART HAMILTON, M.A.,
Instructor in The University Schools. 2 Dalton Road.
- JOSEPH A. IRWIN,
Instructor in The University Schools. 60 Grace Street.
- JOHN JEFFRIES, B.A.,
Supervisor of Observation and Practice-Teaching in Jarvis Street Collegiate Institute. 200 Geoffrey Street.
- GEORGE MALLORY JONES, B.A.,
Lecturer in Methods in English and Chief Instructor in English in the University Schools. 780 Keele Street.
- HUGH BRYANS KILGOUR, B.A.,
Substitute Instructor in The University Schools. 666 Euclid Avenue.
- WILLIAM J. LOUGHEED, M.A.,
Instructor in The University Schools. 166 Westminster Avenue.
- NEIL S. MACDONALD, B.A.,
Supervisor of Observation and Practice-Teaching in Ryerson School. 8 St. Andrew's Gardens.
- *HAROLD GORDON MANNING, B.A.,
Instructor in The University Schools. 11 Broadway Avenue.
- NORMAN LESLIE MURCH, B.A.,
Instructor in The University Schools. 1431 Lansdowne Avenue.
- SAMUEL WALTER PERRY, B.A.,
Lecturer in Art and Commercial Work, and Chief Instructor in Art and Commercial Subjects in The University Schools. 19 Wells Street.
- THOMAS M. PORTER,
Instructor in The University Schools. 64 Winchester Street.
- WALTER LAWRENCE CHRISTIE RICHARDSON,
Instructor in The University Schools. 83 Pine Crest Road.
- ALLEN NELSON SCARROW,
Instructor in Manual Training and Instructor in The University Schools. 150 Delaware Avenue.
- WALTER H. WILLIAMS, M.A.,
Instructor in The University Schools.
- JAMES G. WORKMAN, B.A.,
Instructor in The University Schools. Birch Cliff Post Office.

*Absent on service in the Canadian Expeditionary Forces.

Members of the Staff of Ryerson School who act as Assistant-Supervisors, 1917-18:

Miss M. L. Balmer	54 Roncesvalles Avenue.
Miss M. W. Castle	245 Brunswick Avenue.
Mr. Ernest E. Cavell	154 College Street.
Miss J. Cecil Helyar	211 Carlton Street.
Miss Etta M. Jolley	300 Crawford Street.
Miss Kathleen E. Martin	26 Summerhill Avenue.
Miss M. L. McLennan	111 Howland Avenue.
Miss Adah F. Mitchell	168 Geoffrey Street.
Miss M. P. Rundle	697 Spadina Avenue.
Miss M. Pauline Stephen	291 Euclid Avenue.
Miss Dorothy Wilson	74 Barton Avenue.
Miss M. I. Wilson	
Miss Ruby E. Wright	143 Brunswick Avenue.

Members of the Staff of Jarvis Street Collegiate Institute who act as Assistant-Supervisors, 1917-18:

Mr. A. E. Allin, B.A.	70 Kendal Avenue.
Mr. C. H. Barnes	403 Carlton Street.
Mr. C. L. Barnes, B.A.	133 Pacific Avenue.
Miss Helen F. Durie, B.A.	306 St. George Street.
Mr. Edwin J. Halbert, B.A.	84 Maverty Street.
Mr. E. A. Hardy, B.A., D.Paed.	81 Collier Street.
Mr. William A. Jennings, B.A.	59 Thorold Avenue.
Mr. C. A. Milburn, B.A.	91 Willcocks Street.
Mr. W. E. Murdoch, M.A.	35 Jackman Street.
Miss Marguerite O'Connell, B.A.	341 Jarvis Street.
Mr. A.F. Smith, B.A.	234 Havelock Street.
Miss Ruth Spence, B.A.	554 Spadina Avenue.
Mr. H. B. Tapscott, M.A.	84 Yorkville Avenue.
Miss Janie Thomas, M.A.	92 Balmoral Avenue.

THE FACULTY OF EDUCATION.**GENERAL INFORMATION.**

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and its first session began in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Household Science, and Physical Culture, as First Class teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science, and Household Science. It also offers courses for the B.Paed., and D.Paed. degrees. The courses of the Faculty of Education are given during the Regular session, the supplementary Autumn session, and the Summer Session.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary this observation and practice-teaching is supplemented by observation and practice-teaching in city schools in the neighbourhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

BOARD AND LODGING.

Lodging and Board are readily obtained in private boarding-houses within convenient distance of the University at a cost of from five dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding-houses is kept by the

Secretary of the Faculty of Education, the Secretary of the Young Men's Christian Association of the University, the Secretary of the Young Women's Christian Association, and the Dean of Annesley Hall. Students are recommended to consult these officers with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following residences are also available: for men, Trinity College, St. Michael's College, Wycliffe College; Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

The Secretary of the Faculty of Education will forward an accredited list of boarding-houses on request. Members of a special committee will meet, and assist students in the selection of boarding-houses.

COURSES.

The following Courses are offered:

I. Courses for Interim First Class Grade A and Grade B, Ordinary High School, and High School Specialists' certificates, and for Elementary certificates in Physical Culture.

II. Courses for the B.Paed. and D.Paed. degrees.

III. A Course for the Ordinary certificates as teachers of Household Science.

I.

COURSES FOR INTERIM FIRST CLASS GRADE A AND GRADE B, ORDINARY HIGH SCHOOL AND HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

SESSIONS.

1. (1) (a) Enrolment in classes of the Regular session will begin Tuesday, September 25th, at 10 a.m., and the lectures will begin September 26th, at 10 a.m. The Autumn Term will end Friday, December 21st, at 12 noon, and the Easter Term begin Tuesday, January 8th, at 9 a.m. The Easter vacation will begin Thursday, March 28th, at 12 noon and end at 9 a.m., Tuesday, April 9th. The Regular session will end June 21st.

(b) Subject to the approval of the Minister of Education candidates for First Class Grade B or Ordinary High School certificates who are required to re-attend may enter in January and remain until the close of the session in June.

(2) The first Supplementary session will be held in the Autumn term of 1918.

DUTIES OF STUDENTS.

2. (1) All students are required to review, before the session opens, the High School courses which are the academic bases of the professional courses in the Faculty of Education.

(2) Regular attendance is indispensable, except for such students as are exempt from attendance under the regulations of the Department of Education, and for such other students of the Regular session as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one month, as substitute teachers in those schools of the Provincial system of Ontario for which their course of training is intended to fit them. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(3) (a) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, will be dismissed from attendance by the Dean at any time during the session. The names of students found during the first term to be deficient in scholarship will be reported to the Dean before the Christmas vacation.

(b) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

FEEs.

3. (1) (a) The annual fee for the Course for Interim First Class Grade B or Ordinary High School certificates, which includes the library, gymnasium, and examination fees, will be \$25.00. The fee for the examination in the Course when the examination is not taken during the Regular session or when it is taken by students not in attendance, will be \$20.00, or \$5.00 for each of Parts I and III and \$10.00 for Part II, *i.e.*, \$5.00 for Group A and \$5.00 for Group B. The fee for the University diploma will be \$2.00. A deposit of \$1.00 will be required of students who make use of the branch library in the Education building.

(b) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination paper, as the case may be.

(c) As the course for the Elementary certificate in Physical Culture is an obligatory part of the course for Interim Ordinary High School certificates and of one of the courses for Interim First Class Grade A certificates, as the case may be, an additional fee is not required.

(2) All students exempt from attendance who are duly registered in the Course for Interim First Class Grade B or Ordinary High School certificates, and who pay a fee of \$10.00 (which will not in this case include the fee for examination) may receive from the staff of the Faculty of Education such guidance in their courses as may be reasonably expected by such students.

(3) The fees for the Course for a First Class Grade A certificate will be published before the close of the Regular session of 1917-18.

STUDENT SOCIETIES.

4. Various religious, athletic, literary, and dramatic associations are formed each session. For professional improvement all students are expected to share in the activities of these associations.

APPEALS.

5. The answer papers of all unsuccessful candidates are re-read and the results reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

A.**COURSE FOR INTERIM FIRST CLASS GRADE B.
CERTIFICATES.****PURPOSE.**

6. The purpose of the Course for Interim First Class Grade B certificates is to prepare candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public and Separate Schools and of Grade C Continuation Schools.

CONDITIONS OF ADMISSION.

7. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim First Class Grade B certificate should make application not later than September 25, to the Secretary of the Faculty of Education on a form to be obtained from the Secretary, and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 19 years of age before the first of October of the year in which the application is made.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight and hearing.

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in the Provincial schools of Ontario, for at least the first year of his subsequent teaching experience. A violation of this agreement will render the certificate invalid.

(e) A certificate from a competent authority that he is a British subject.

(f) One of the following:

(i) His certificate of graduation as Bachelor or Master of Arts from a British university, after a regular university course approved by the Minister of Education as to standard and as to the content of the undergraduate courses.

(ii) His certificate of graduation as Bachelor of Science in Agriculture from a British university, after a regular university course approved by the Minister of Education as to standard and as to the content of the undergraduate courses.

(iii) His Senior Teachers' certificate.

(iv) His full certificate for admission into the Faculties of Education.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Faculty of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Faculty of Education, University of Toronto, on an official form to be obtained from the Secretary.

TEXT-BOOKS.

8. The text-books for the academic review are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For observation and practice-teaching students should supply themselves with copies of text-books authorized for use in the Public Schools of Ontario. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject of the course. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

9. The course of training consists of three Parts:

Part I:

The History of Education, the Science of Education, School Organization and Management.

Part II, Group A:

Special Methods in the following subjects of Forms I-V and of Forms I-IV, in particular, of the Public Schools, and of Grade C Continuation Schools: Literature, Grammar, Composition; Arithmetic, Algebra, Geometry; History; Geography; Latin; Elementary Science; Optional: French, German, Greek.

NOTE.—Until the arrangement of the subjects for admission to the Faculties of Education is altered, an Interim First Class Grade B Certificate may be obtained without any of the optional languages; but, as French and German are subjects of Form V of the Public and Separate Schools, with Greek in addition in the case of the Grade C Continuation Schools, students who have taken one or more of these languages at the Faculty Entrance Examination should take at least one of them in their professional course, in order that they may be qualified to teach it when required and that their competency therefor may be recorded in their certificates.

Group B:

Writing and Book-keeping; Reading; Spelling; Art; Vocal Music; Physical Culture and Hygiene; Nature Study; Manual Training; Household Science (for women).

Part III:

Observation and practice-teaching in the Kindergarten-primary and Forms I-IV of urban Public Schools and the Lower School of the High Schools, with observation in the Kindergarten, Form V, ungraded rural Public Schools and in the Middle School of the High Schools.

MODIFICATIONS OF COURSE.

10. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of subjects of Part II, Group A as will suit the conditions of candidates for Provincial certificates who obtained their academic standing in courses which did not include Latin.

(2) Students who hold Provincial professional certificates in Physical Culture, Art, Household Science, Manual Training, Vocal Music, and the Commercial subjects, may be exempted from the examinations in said subject or subjects, but must review in class the special methods of the course concerned.

(3) Students who have passed in the Manual Training, Household Science, or Book-keeping and Writing of the Lower School, or in the Art of the Middle School may be exempted from the extension work of the course or courses concerned, but must complete, to the satisfaction of the instructor or instructors therein, the methodology of the subject or subjects and the concurrent academic work.

(4) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, if such claims are presented to the instructor at the beginning of the session. In no case, however, will such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORGANIZATION OF COURSE.

11. (1) The following introductory work will be taken up at the beginning of the session:

(a) About 20 lectures upon the topics *Introduction* and *General Method* in the course of the Science of Education. (See chapters I-III, IV-XVIII of the Ontario Normal School Manual, *The Science of Education*.)

(b) A discussion of the functional value of each of the courses defined herein.

(c) Supervised observation and practice-teaching lessons, about ten each, in the different grades or forms of the Public Schools and Lower Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Part II, Groups A and B, will be accompanied by a review of such subjects from the academic standpoint. This review will be limited to such portions of the course in each subject in Group A as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation. To a review of the subjects of Group B will be added such an extension of the work beyond the limits set by the curricula of the Public Schools as time will permit.

(3) In the order and the grouping of the courses, due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as conditions permit, the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The programme of instruction for each class, exclusive of observation and practice-teaching, will require the equivalent of 22 lectures of 45 minutes each weekly during the session. These lectures will be distributed among the various prescribed courses approximately as follows: History of Education 25, Science of Education 60, School Organization and Management 50, English (including Spelling, Literature, Grammar, and Composition) 140, Mathematics (including Arithmetic, Algebra, and Geometry) 70, History 20, Nature Study 30, Elementary Science 20, Geography 25, Latin 25, Greek or French or German 20, Music 30, Manual Training 30, Household Science 30, Reading 35, Art 45, Book-keeping and Writing 15, Physical Culture and Hygiene 45.

(b) (i) The courses in the Science of Education and School Management and Organization will begin at the opening of the session and continue until May 1; the course in the History of Education will begin in January and continue until May 1.

(ii) The courses in English, Mathematics, Music, and Physical Culture and Hygiene will continue throughout the session; those in the other subjects will be taken, so far as practicable, in correlation with the observation and practice-teaching, and will continue until completed.

(iii) The course in Spelling will include not more than five lectures and will be completed early in the session. The course in Book-keeping and Writing, which will be supplemented by practical exercises, will include not more than 15 lectures.

(c) The observation work will begin in the third week of the session and the practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 observation lessons and 20 practice-teaching lessons. These numbers will be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING.

12. (1) The Introductory Course defined above will be followed by systematic observation and practice-teaching under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups and the work of observation and practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the student belongs will be present at the discussions on his observation and practice-teaching lessons.

(3) (a) The observation and practice-teaching lessons for each student will be arranged to represent, as far as practicable, the work of the Public Schools in all subjects and grades, including the Kindergarten-primary, and the work of the Lower Schools of the High Schools. There will also be supervised observation in the Kindergarten and the Lower School of the High School and observation in ungraded rural Public Schools and in Grade C Continuation Schools.

(b) Continuous practice-teaching for several periods towards the end of the course will be required, the student being wholly responsible for the management of the class.

(4) Students will be notified of the subject and the scope of the observation lesson, and should prepare the lesson beforehand. After observing the lesson, they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each practice-teaching lesson for submission to the teacher.

(6) (a) Model lessons will be taught by the teachers of the practice schools in accordance with the regular programme of said schools.

(b) The instructors of the Faculty of Education will develop the details of their subject in their teaching order, and after each suitable step will also themselves teach model lessons. At these lessons the teacher in charge of the class will be present.

(7) (a) The necessary applications of the Science of Education and of special methodology will be made systematically in connection with the observation lessons and the practice-teaching; so that the course may be taken up in terms of the child's mind and growth. From time to time the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the instructors in the Faculty of Education will be present at the observation lessons and practice-teaching and will share jointly with the teachers of the practice-schools in the criticism and valuation of the work of the students.

EXAMINATIONS.**SUBJECTS AND STANDARDS.**

13. (1) For examination purposes the courses in Parts I, II, and III, are classified into the following subjects:

Part I: The History of Education, the Science of Education, and School Organization and Management.

Part II, Group A: Literature; Grammar; Composition; Arithmetic; Algebra; Geometry; History; Geography; Latin; Elementary Science; Greek; French; German.

Part II, Group B: Reading; Spelling; Art; Vocal Music; Physical Culture and Hygiene; Nature Study; Manual Training; Household Science.

Part III: Observation; Practice-teaching.

(2) (a) Subject to the conditions prescribed herein the final standing of students in attendance will be determined by the result of the records of the observation and practice-teaching of Part III and by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and of Groups A and B of Part II.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe.

(c) There will be final examinations in the subjects of all the Parts as follows: in Part I, in May; in Part II, Group A, in June; in Part II, Group B, on the completion of the course concerned.

(d) (i) With the exception indicated below the maximum marks assigned to each subject in Parts I and II will be 100. In the subjects of Part I and of Part II, Group A, a maximum of 40% of the marks may be assigned to the sessional records, and 60% to the final written examination. In the subjects of Part II, Group B, a maximum of 50% of the marks may be assigned to the sessional records and 50% to the final written examination.

(ii) The maximum marks assigned to the History of Education will be 50, of which 20 will be assigned to the sessional records and 30 to the final written examination.

(iii) There will be no final examination in Writing and Book-keeping. Each student must complete satisfactorily his practical work and tests in these subjects throughout the session, including a short set in Single Entry with the accompanying business forms.

(e) A maximum of 800 marks will be assigned to practice-teaching and of 400 to observation. The standing of students in observation and in practice-teaching will be based upon their record in the lessons following those which form part of the Introductory Courses.

CERTIFICATES.

14. (1) A student who obtains 40% of the marks in each subject and 60% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim First Class Grade B certificate.

(2) A student who fails to obtain a First Class Grade B certificate, but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim Second Class certificate and be exempted during a period of two years from further attendance at a Faculty of Education in order to obtain a First Class Grade B certificate.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at a Faculty of Education as provided in (2) above, may take, and must complete within two years, the examination or examinations in the Part or Parts in which they failed.

(ii) Candidates who hold Permanent Second Class certificates with the academic standing required for admission to the Faculties of Education and who submit certificates of at least three years' successful experience from the Public or Separate School inspectors under whom they have taught during that period, will be exempted from attendance, but will take the final examinations prescribed for Parts I and II, and must also satisfy the examiners by practical tests of their ability to teach the subjects of Form V of the Public Schools and of Grade C Continuation Schools.

(iii) Candidates who failed at an examination under former regulations and who were exempted from subsequent attendance at a Faculty of Education, will take, not later than a date to be determined in each case by the Minister of Education, the final examinations prescribed for Parts I and II, but their standing will be determined in the Parts as constituted under the regulations in force when they first wrote.

(iv) Candidates who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other provinces or countries and who are required to write on the final examinations of the Faculties of Education, will take all final examinations in the subjects of Parts I and II, and will also satisfy the examiners by teaching and other tests that they are competent for the work in Part II.

(b) (i) The pass standard for all candidates exempt from attendance will be 40% of the marks for each subject and 60% of the aggregate of marks in each of Parts I, II, Group A, and II, Group B, and in the Teaching of Part III.

(ii) No allowance will be made for sessional work in the case of candidates not in attendance.

(iii) The final examinations in Reading, Physical Culture, and Vocal Music for students exempt from attendance will include written tests, and also practical tests to which, in each case, 50% of the marks for the final examination will be assigned. In Writing and Book-keeping students exempt from attendance must complete satisfactorily such tests as the examiners may prescribe.

(c) (i) For candidates exempt from attendance who so elect the examination in Part II, Group B. will be a special one to be taken at the close of the session in June.

(ii) Candidates exempt from attendance may take their written examination in Parts I and II at Toronto or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Music, and Physical Culture and in Teaching at Toronto.

DIPLOMAS.

15. Successful candidates who are awarded Interim First Class Grade B certificates by the Minister of Education, and such other successful candidates as were admitted to the course under Section 7 (2) may be awarded University diplomas.

B.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL CERTIFICATES.

PURPOSE.

16. The purpose of the Course for Interim Ordinary High School certificates is to prepare candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools and High Schools.

CONDITIONS OF ADMISSION.

17. (1) With the exceptions defined in (2) below, the conditions of admission to the course for Interim Ordinary High School certificates are the same as those for admission to the course for Interim First Class Grade B certificates.

(2) The applicant for admission to the course must submit one of the following:

(a) His certificate of graduation as a Bachelor or Master of Arts from a British university after a regular university course approved by the Minister of Education as to standard and as to the content of the undergraduate courses.

(b) His certificate of graduation as a Bachelor of Science in Agriculture from a British university after a regular university course approved by the Minister of Education as to standard and as to the content of the undergraduate courses.

TEXT-BOOKS.

18. The text-books for the academic review are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For observation and practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject. In certain cases, especially in the courses in methods, the instructor may require additional or alternative text-books. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

19. The course of training for Interim Ordinary High School certificates consists of three Parts.

Part I: The History of Education, the Science of Education, School Organization and Management.

Part II, Group A: Grammar, Literature, Composition; Arithmetic, Algebra, Geometry; History; Geography; Latin; and (a) any two of French, German, Greek; or (b) Physics, Chemistry, and Biology.

Part II, Group B: Writing and Book-keeping; Reading; Art; Physical Culture and Hygiene.

Part III: Observation and practice-teaching in the Lower and Middle Schools of the High Schools, with observation in the Upper School of the High Schools and in Continuation Schools, Grades B and C.

MODIFICATIONS OF COURSES.

20. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of options in Part II, Group A, as will suit the conditions of candidates for Provincial certificates who obtained their academic standing in courses which did not include all the subjects of either group of options.

(2) Students who hold Provincial professional certificates in Art, Physical Culture, and the Commercial subjects may be exempted from the examinations in said subject or subjects, but must review in class the special methods of the course concerned.

(3) Students who have passed in the Book-keeping and Writing of the Lower School or in the Art of the Middle School may be exempted from the extension work of the course in such subject or subjects, but must complete to the satisfaction of the instructor or instructors therein the methodology of the subject or subjects and the concurrent academic work.

ORGANIZATION OF COURSES.

21. (1) The following introductory work will be taken up at the beginning of the session:

(a) Not more than 20 lectures upon the topics *Introduction* and *General Method* in the course in the Science of Education.

(b) A discussion of the functional value of each of the courses defined herein.

(c) Supervised observation and practice lessons, not more than ten each, in the different grades or forms of the Lower and Middle Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Part II, Groups A and B, will be accompanied by a review of such subjects from the academic standpoint as prescribed for the Lower and Middle Schools of the High Schools. This review will be limited to such portions of each subject in Group A as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation. To a review of the subjects of Group B will be added such an extension of the work of the Lower and Middle Schools of the High Schools as time will permit.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The programme of instruction, exclusive of observation and practice-teaching, will require approximately 20 lectures of 45 minutes each, weekly, during the session. These lectures will be distributed among the various prescribed courses approximately as follows: History of Education 50; Science of Education 70; School Organization and Management 50; English 90; Mathematics 90; History 15; Geography 15; Latin 35; Elementary Science 20; French 30; German 15; Greek 15; Physics, Chemistry and Biology 30; Book-keeping and Writing 10; Reading 20; Art 15; Physical Culture and Hygiene 120.

(b) (i) The courses in the Science of Education and School Management and Organization will begin at the opening of the session and continue until May 1; the course in the History of Education will begin in January and continue until May 1.

(ii) The courses in Mathematics, English, and Physical Culture and Hygiene will continue throughout the session; those in the other subjects will be given, as far as practicable, in correlation with the observation and practice-teaching and will continue until completed.

(iii) The course in Book-keeping and Writing will be supplemented by practical exercises.

(c) The observation work will begin in the third week of the session, and the practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 observation lessons and 20 practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING.

22. (1) The introductory course defined herein will be followed by systematic observation and practice teaching, under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups, and the work of observation and practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the teacher-in-training belongs will be present at the discussions on his observation and practice-teaching lessons.

(3) (a) The observation and practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be observation in the Upper School of the High School and in Grade B and Grade C Continuation Schools.

(b) Continuous practice-teaching for several periods towards the end of the course will be required, the students being wholly responsible for the management of the classes.

(4) Students will be notified of the subject and scope of the observation lesson, and should prepare the lesson beforehand. After observing the lesson, they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each practice-teaching lesson for submission to the teacher.

(6) (a) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(b) The instructors of the Faculty of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons. At these lessons the teacher in charge of the class will be present.

(7) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the observation lessons and the practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. From time to time the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the instructors of the Faculty of Education will be present at the observation lessons and practice-teaching and will share jointly with the teachers of the practice schools in the criticism and valuation of the work of the student.

EXAMINATIONS.

23. (1) For examination purposes the courses in Parts I and II are classified into the following subjects:

Part I: The History of Education, the Science of Education, and School Organization and Management.

Part II, Group A: Literature; Grammar; Composition; Arithmetic; Algebra; Geometry; History; Geography; Latin; the options, Science (*i.e.*, Elementary Science, Physics, Chemistry, and Biology); Moderns (*i.e.*, French and German), or Greek and a Modern Language.

Part II, Group B: Reading; Art; Physical Culture and Hygiene.

Part III: Observation; Practice-teaching.

(2) (a) Subject to the provisions of (c) below, the final standing of students in attendance will be determined by the result of the records of the observation and practice-teaching of Part III, and the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe.

(c) There will be final examinations in the subjects of all the Parts as follows: in Part I in May; in Part II, Group A, in June; in Part II, Group B, on the completion of the course concerned.

(d) (i) With the exceptions indicated below, the maximum marks assigned to subjects in Parts I and II will be 100. In the subjects of Part I and Part II, Group A, a maximum of 40% of the marks may be assigned to the sessional records, and 60% to the final written examinations. In the subjects of Part II, Group B, a maximum of 50% of the marks may be assigned to the sessional records and 50% to the final written examinations. The marks assigned to Physical Culture for the purpose of the course for Elementary certificates in Physical Culture are given on page 31.

(ii) The maximum marks assigned to the History of Education will be 75, of which 30 will be assigned to sessional records and 45 to the final written examinations.

(iii) There will be no final examination in Writing and Book-keeping. Each student must complete satisfactorily his practical work and tests throughout the session, including a short set in Single Entry with the accompanying business forms.

(e) A maximum of 800 marks will be assigned to practice-teaching and of 400 to observation. The standing of the student in observation and in practice-teaching will be based upon his record in the lessons following those which form part of the introductory courses.

CERTIFICATES.

24. (1) A student who obtains 40% of the marks in each subject and 60% of the aggregate of the marks in each of Parts I, II Group A, and II Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School certificate.

(2) A student who fails to obtain an Interim Ordinary High School certificate, but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of the marks in each of Parts I, II Group A, and II Group B, may, on the recommendation of the examiners, be exempted by the Minister of Education during a period of two years from attendance at a Faculty of Education in order to obtain an Interim Ordinary High School certificate.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (1) Students who are exempted from attendance at a Faculty of Education, as provided in (2) above, may take, and must complete within two years, the examination or examinations in the Parts in which they failed.

(ii) Candidates who failed at an examination under former regulations and who were exempted from subsequent attendance at a Faculty of Education will take, not later than a date to be determined in each case by the Minister of Education, the final examination papers prescribed in Parts I and II, but their standing will be determined in the Parts as constituted under the regulations in force when they first wrote.

(iii) Students who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Faculties of Education will take all final examinations in the subjects of Parts I and II, and will also satisfy the examiners by teaching and other tests that they are competent for the work of Part II.

(b) (i) The pass standard for students exempt from attendance will be 40% of the marks in each subject and 60% of the aggregate of marks in each of Parts I, II Group A, and II Group B, and in the Teaching of Part III.

(ii) No allowance will be made for sessional work in the case of candidates not in attendance.

(iii) The final examination in Reading and Physical Culture for students exempt from attendance, will include a practical test to which 50% of the marks for the subject will be assigned, and also a written test. In Writing and Book-keeping students exempt from attendance must complete satisfactorily such tests as the examiners may prescribe.

(c) (i) For all students exempt from attendance who so elect, a special examination in Part II Group B will be held at the close of the session in June.

(ii) Students exempt from attendance may take their written examination in Parts I and II at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Physical Culture, and Teaching at Toronto.

DIPLOMAS.

25. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 7 (2) may be awarded University diplomas.

C.

COURSES FOR INTERIM HIGH SCHOOL SPECIALISTS' CERTIFICATES.

PURPOSE.

26. The purpose of the courses for Interim High School Specialists' certificates is to prepare candidates therefor in the theory and art of organizing and instructing the pupils of the Lower, Middle and Upper Schools of the High Schools and Collegiate Institutes, in certain departments of the course of said Lower, Middle and Upper Schools.

CONDITIONS OF ADMISSION.

27. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School certificates. No candidate will be awarded an Interim High School Specialist's certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) As a candidate for admission to the course for an Interim Ordinary High School certificate, the applicant for an Interim High School Specialist's certificate must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School certificates. He must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examination for the certificate.

COURSES.

28. (1) Courses will be offered for Interim High School Specialists' certificates in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least one seminar per week throughout the session, and of special observation and practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS.

29. In addition to the text-books prescribed for the course for the Ordinary High School certificate the students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors concerned.

EXAMINATIONS.

SUBJECTS AND STANDARDS.

30. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School certificate, the final standing of students in attendance in a specialist course will be determined by the combined results of the records of the observation and practice-teaching in the department concerned, and of the sessional records and the records of the final examinations in the same department. The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer papers of pupils and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the special observation and practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department 60.

(2) The final standing of students not in attendance will be determined by the final written examination and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES.

31. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who have obtained 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and who have obtained 60% of the marks assigned to the observation and the practice-teaching, respectively, in the specialist department.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold High School Assistants' certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations in the specialist course concerned.

(3) For students in attendance as well as for those not in attendance the final written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto, or at such local centres and under such conditions as may be determined by the Senate.

D.**COURSES FOR INTERIM GRADE A CERTIFICATES.**

32. (1) For Interim First Class Grade A certificates there will be two courses, limited to the Autumn term:

Courses I will be open to students who hold Ordinary High School or Specialist High School certificates and will prepare students for positions in the Public and Separate Schools, being supplementary to the courses of the Regular session for Interim Ordinary High School certificates.

Course II will be open to students who hold First Class Grade B certificates or First Class certificates obtained under former Regulations, and will prepare students for positions in Grade B Continuation Schools and for the Elementary certificate in Physical Culture, being supplementary to the courses of the Regular session for Interim Grade B certificates.

PROGRAMME OF STUDIES.**COURSE I.**

For Course I, the subjects will be as follows:

Part I: History of Education, Science of Education, School Organization and Management.

Part II, Group A: Grammar, Literature, Composition; Arithmetic; History; Geography.

Group B: Reading, Writing, Vocal Music, Nature Study, Art, Physical Culture, Manual Training, Household Science (for women).

Part III: Observation in the Kindergarten and Form V and in Rural Public and Separate Schools and observation and practice-teaching in the Kindergarten-Primary and in Forms I to IV of the Urban Public and Separate Schools.

COURSE II.

For Course II, the subjects will be as follows:

Part I: History of Education, Science of Education, School Organization and Management.

Part II, Group A: Literature, Composition; Algebra, Geometry; History; Latin; the optional subjects prescribed for Ordinary High School certificates.

Group B: Physical Culture, Art.

Part III: Observation and practice-teaching in the Lower and Middle Schools of the High Schools and observation in the Upper School of the High Schools.

In Course II, a course leading to an Elementary certificate in Physical Culture will be provided supplementary to the course in that subject for candidates for First Class Grade B certificates at the Regular session.

(2) Further information in regard to the courses for Interim First Class Grade A certificates will be published before the close of the Regular session of 1917-1918.

E.

COURSE FOR ELEMENTARY CERTIFICATE IN PHYSICAL CULTURE.

PURPOSE.

33. The purpose of the course for the Elementary certificate in Physical Culture is to prepare candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION.

34. (1) Students who have been admitted to the course for Interim Ordinary High School certificates will take also the course for Elementary certificates in Physical Culture.

(2) Students who hold First Class Grade B certificates or First Class certificates under former regulations and who have been admitted to the course for First Class Grade A certificates will take also the supplementary course for the Elementary certificate in Physical Culture.

SESSION.

35. (1) For students in the course for Interim Ordinary High School certificates the course for Elementary certificates in Physical Culture continues throughout the Regular session.

(2) For students in Course II of the courses for Interim First Class Grade A certificates the course for Elementary certificates in Physical Culture will continue throughout the Supplementary session.

TEXT-BOOKS.

36. Students in the course for Elementary certificates in Physical Culture will supply themselves with such text-books as may be recommended by the instructors from the list given below under that subject.

PROGRAMME OF STUDIES.

37. The details of the contents of the course for Elementary certificates in Physical Culture are to be found on pages 63 and 64.

EXAMINATIONS.

38. The final standing of candidates for the Elementary certificate in Physical Culture will be determined by the results of the sessional work, final practical tests, and written examinations. For this purpose the sessional work will be allotted a maximum of 200 marks, the final practical tests a maximum of 200 marks, the final written examination, which will consist of four papers or subjects, 400 marks (100 each).

CERTIFICATES.

39. (1) On the recommendation of the examiners the Minister of Education may award an Elementary certificate in Physical Culture to the student in the course for an Interim Ordinary High School certificate or the course for an Interim First Class Grade A certificate (Course II) provided that said student is awarded an Interim Ordinary High School or Interim First Class Grade A certificate and obtains in Physical Culture a minimum of 40% of the marks for the sessional work, and each subject of the final written examination, 60% of the marks for the final practical tests, and 60% of the aggregate of marks for the final written examinations.

(2) On the recommendation of the examiners the Minister of Education may award Elementary certificates in Physical Culture to the students in Course II for Interim First Class Grade A certificates who fail in said course but who pass in the course for Elementary certificates in Physical Culture.

DETAILS OF COURSES.

FOR FIRST CLASS GRADE B, ORDINARY HIGH SCHOOL, HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

1. (1) The details given below include a statement of the contents of each of the subjects of the courses for Interim First Class Grade B, Ordinary High School, and High School Specialists' certificates, and Elementary certificates in Physical Culture. The details of the course for Interim First Class Grade A certificates will be published before the close of the Regular session of 1917-18. (2) The lists given below contain the names of books available for reference in the library of the Faculty of Education. From time to time the instructors will give directions as to the use of these reference books. All candidates for Interim First Class Grade B and Ordinary High School certificates, however, should supply themselves with copies of the books whose titles appear in italics. In certain cases where the book in italics is limited in the main to the work of primary education, candidates for Interim Ordinary High School certificates will be recommended to supply themselves with additional or special books. The instructors concerned will make known the text-books to be used in the courses for Interim Specialists' certificates and Elementary certificates in Physical Culture.

PART I.**HISTORY OF EDUCATION.**

2. (1) Candidates for Interim Ordinary High School certificates and Interim First Class Grade B certificates will take the course in the History of Education as detailed below. The instruction for the Ordinary High School certificate will stress the movements in Secondary and Higher Education since the Renaissance; that in the First Class Grade B Course will stress the movements in Primary Education.

(2) The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and defects of educational theories. It presupposes an historical background and discusses movements rather than individuals.

(3) Throughout this course attention will be given to the social conditions and ideals from which the educational theories and practices arose. As a part of the national development education will be studied in its relationships and not as an isolated phenomenon. Section A will be studied in outline; B, in greater detail.

(4) **A.** Evolution of education in primitive society. Oriental education. Educational ideals of eastern and western nations compared. Greek life and civilization. Old Greek education with Spartan education as its type. The sophists and the great educational theorists: Socrates, Plato,

and Aristotle. The idea of a liberal education. Roman life and civilization. Roman educational ideals and practices contrasted with those of Greece. Great educational theorists: Cicero and Quintilian. The idea of a practical education. The education of the monastery and the castle. Education in Charlemagne's empire and in England and Ireland. Scholasticism and the rise of the universities. The Renaissance and the rise of humanism. Educational significance of the Renaissance. The work of Petrarch, Vittorino da Feltre, Erasmus, Elyot, Ascham and Sturm. The Reformation and Counter-reformation. Luther and elementary education. The Jesuits and the Teaching Orders. Realism and science in education. Types of realism represented by Rabelais and Montaigne, by Mulcaster, Milton, Locke, and by Bacon and Comenius.

B. Education according to nature. Development of the new ideal in Rousseau and Basedow. The psychological ideal in education as represented in the work of Pestalozzi, Herbart, and Froebel. The development of public education in Great Britain, France, the United States, Germany, and Ontario. Present-day tendencies in educational administration and organization.

Books of Reference:

Ontario Normal School Manual: History of Education.

Adamson: *Pioneers of Education.*

Laurie: *Educational Opinion since the Renaissance.*

Monroe: *A Brief Course in the History of Education.*

Munro: *The Educational Ideal.*

Parker: *History of Modern Elementary Education.*

SCIENCE OF EDUCATION.

3. (1) Candidates for Interim Ordinary High School certificates will take the course in the Science of Education as defined below. Candidates for Interim First Class Grade B certificates will omit section B. In the Ordinary High School course the applications and illustrations will be found in the main in the field of Secondary education; in the First Class Grade B course they will be found in the main in the field of Primary education.

(2) The object of the course in the Science of Education is to provide the teacher with a working conception of education and of child nature which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience and knowledge.

(3) The following are the sections of the course and their topics:

A. Introduction.—Democracy and education; the special need for education in a democracy; formal and informal studies; increasing formalization of studies; the place teacher-training occupies in a modern educational system.

General Method.—Meaning of method; special method and general method; psychologic foundations of method; matter and method; typical school-room procedure and devices; questioning; discipline; types of lessons; lesson plans; preparation of typical lesson plans; methods of study.

Educational Psychology.—Heredity and environment as factors in human development; native gifts of human beings; instincts and capacities, their value in education; sense organs and sensation; habit; methods of learning; practice; fatigue; interest, attention; suggestion; imitation; memory; imagery and imagination; emotions; perception; reasoning.

Child Study.—Physical growth of the child; significance of infancy for education; development of mental powers and capacities; development of special powers like language, imitation, imagination, and memory in children; studies of children's drawings, writings, fears, plays, and so forth.

Principles of Education.—The possibility of a science of education; the meaning and ultimate and proximate aims of education; statement and critical examination of typical ultimate aims; individual and social elements of education; school as a society; conservative and progressive elements in education; control of education by the state, home, church, vocation, etc.; the curriculum; psychological and sociological aspects of the curriculum; the selection of the courses; election of studies; present-day movements for the reform of the curriculum; the curriculum as an agency in moral instruction and training; measurement of results in education.

B. Educational Classics.—The study in class of certain educational classics selected from the following list:—Milton, Tractate on Education; Locke, Some Thoughts Concerning Education; Rousseau, Emile; Pestalozzi, How Gertrude Teaches Her Children; Froebel, The Education of Man; Spencer, Education; Dewey, The School and Society.

Books of Reference:

Ontario Normal School Manual: Science of Education.

Dewey: The School and Society.

Dewey: The School and the Child.

Drummond: The Child.

James: Talks to Teachers on Psychology.

Kirkpatrick: Fundamentals of Child Study.

McDougall: Psychology.

Pillsbury: Essentials of Psychology.

Raymont: Principles of Education.

Ruediger: Principles of Education.

Sandiford: Mental and Physical Life of School Children.

Scott: Social Education.

Strayer and Norsworthy: How to Teach.

Thorndike: Principles of Teaching.

Thorndike: Education, a First Book.

SCHOOL ORGANIZATION AND SCHOOL MANAGEMENT.

4. (1) The instruction in Section A will be in the main common to candidates for Interim Ordinary High School certificates and Interim First Class Grade B certificates. In Section B the applications and illustrations will be confined in the main to the field of education in which the candidates' interests lie. Throughout the course special reference will be made to the Ontario School Law so far as it may relate to the discussion of the various topics, and in particular so far as it may refer to the duties of teachers and pupils.

(2) The object of the course in School Organization and Management is to give the teacher a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school.

The following are the sections of the course and their main topics:

(3) **A.** School Management and School Organization; the aims and scope of each; relation of each to the teaching process.

Forms of educational control; executive and legislative functions of Department of Education; school boards and their functions; relation of inspectors and principals to teachers; teachers to parents, pupils, care-takers, trustees; finance of education, local and provincial burdens; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural and technical schools; schools for subnormal children, defectives, and delinquents.

B. School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, equipment; libraries and apparatus; text-books, their authorization, use and abuse; free text-books.

The teacher: characteristics, qualifications, and certificates; appointment, tenure, promotion, improvement of status; superannuation of teachers; duties of teacher in relation to pupil.

The pupil: privileges and duties; classification; grading; promotion; retardation and elimination.

The first day in school.

The recitation: its relation to management; oral and written exercises; examinations; records; prizes and other incentives.

School discipline: its scope; relation to methods of teaching; incentives; methods of dealing with weaknesses and offences; penalties.

Time-tables and daily programme for various types of schools; attendance records.

The school library: selection and cataloguing of books; methods of use; means of securing co-operation of the home and the Public Library.

Visual aids, their use and abuse.

School hygiene; medical and dental inspection.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bagley: *Class Management.*

Landon: *Principles and Practice of Teaching and School Management.*

PART II.**SPECIAL METHODS.**

5. Having due regard to the certificate for which each student may be a candidate, the courses in Special Methods are intended to prepare him for his observation and practice-teaching in the various practice-schools of the Faculty of Education and for his subsequent teaching in the schools of Ontario, by leading him to adjust his work in each subject to the principles of General Method. To this end each course in Special Method will be introduced by a few lectures on the application of the principles of General Method to the teaching of the special subject. The lectures which follow will deal with the topics that appear under each subject below, and in particular with the selection and organization of the subject-matter of said subject for the various Public, Continuation or High School forms and grades, as the case may be. In the illustration of the methodology those topics of the school courses which are most difficult of presentation will be emphasized. The principle of the correlation of studies will be one of the most important topics in each of the courses in methods. The lecturers will have always in view the provisions of the Ontario Public, Continuation, and High School courses of study.

READING.

6. (1) Candidates for Interim First Class Grade B certificates will take Sections A, B, and C; candidates for Interim Ordinary High School certificates will take Sections A and C.

(2) The special object of the course in Reading is to prepare the student to train his pupils to find for themselves the writer's thoughts and feelings and, if necessary, to communicate them to the listener so that he may appreciate them.

(3) The following are the sections of the course and their main topics:

A. Introductory: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; a brief synopsis of the history of reading; the problems of reading as exemplified through present-day investigations.

The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

Forms of Reading: Silent reading; sight reading; dramatic reading; elocution; declamation.

B. Methods: The problem of primary reading; the various methods of teaching beginners to read, merits and defects of each; the combination method as outlined in the primary reading manual; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms; expressive reading in all grades of the Public School and the Lower School of the High School.

The nature and function of silent reading; the conditions under which the pupil is able to comprehend the thoughts and feelings of the printed page; methods of conducting lessons in silent reading; the necessity for giving attention to expression at all stages; expression to be based on impression; the basis of natural expressive reading; the criticism of the pupil's reading; the place and limitations of imitative reading.

Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in the pupil the habit of reading for thought and pleasure; the correlation of reading with other subjects.

C. The principles of vocal expression: Time, pitch, inflection, force, stress, quality, phrasing, emphasis; exercises for rendering the organs of speech subservient to the will; vocalization, articulation, breathing, development of the chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson. Methods of teaching reading in the Lower School of the High School.

Practice: Voice training; a class course in expressive reading for students; this work to be supplemented by practice in connection with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, *e.g.*, The Courtis Standard Test in Reading.

Books of Reference:

Public School Manuals: Primary Reading.

Ontario High School Reader.

Huey: *Psychology and Pedagogy of Reading.*

LITERATURE.

8. (1) All candidates are required to have a knowledge of the topics of the course outlined below as related to their interests; and candidates for Interim First Class Grade B certificates will stress Section A, and candidates for Interim Ordinary High School certificates, Section B.

(2) The special object of the course in Literature is to prepare the student to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and power of artistic expression of thought and feeling.

(3) The following are the sections of the course and their main topics:

A. Introductory: The standards of good literature; its value in developing a taste for the beautiful and the good; special importance of the teacher's own qualifications.

Selection of Subject Matter: Bases of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works suitable for pupils in higher forms; complete wholes *versus* extracts.

Methods: Supplementary reading contrasted with exact study; the extensive and intensive study of literature, the importance and the method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the methods of using the *Golden Rule Books*.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; final synthesis; final reading of the selection; the necessity for some form of self-expression; common faults on the part of both pupil and teacher and their correction; criticism by teacher and pupils.

Examinations: Difficulties of examining in literature; specimen examination questions and discussion of their suitability.

B. The principles followed in Ontario and elsewhere in arranging literature courses in the Continuation and High Schools. Books suitable for intensive study in the various forms or grades of the Lower and Middle School. Class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel. High School examinations in literature. Supplementary reading in the High School: its importance, selection of books, testing of reading.

Books of Reference:

Public School Manuals: Literature, The Golden Rule Books.

MacClintock: Literature in the Elementary School.

Arlo Bates: Talks on the Teaching of Literature.

Bolenius: Teaching Literature in the Grammar Grades and the High School.

Carpenter, Baker, and Scott: The Teaching of English.

Chubb: Teaching of English.

GRAMMAR.

9. (1) All candidates are required to have a general knowledge of the topics of the course as outlined below; candidates for Interim First Class Grade B certificates will stress Section A and candidates for the Interim Ordinary High School certificates, Section B.

(2) The special object of the course in Grammar is to prepare the student to give his pupils a basis for self-criticism in language by developing the principles of language structure, and to train them in habits of logical analysis.

(3) The following are the sections of the course and their main topics:

A. Introductory: The meaning of English Grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with Composition.

Stages and Methods: The sentence; value of function; the parts of speech and their classification; inflection, use and value of the remaining inflections, substitutes for inflection; rules of syntax, their value; treatment of false syntax; use of grammatical terminology; definitions, their value, how to be applied; analysis and parsing; aim and value of elementary etymology, the derivation and composition of words. Methods of dealing with the above topics in the first presentation and in review.

B. Consideration of the courses in Grammar in Continuation and High Schools. The work to be covered in each of the years of the Lower School. Necessity of securing variety. Use of a text-book in grammar. Advantages and limitations of the inductive method in teaching grammar in the High Schools. Review of the more important sections of the Ontario High School Grammar.

Books of Reference:

Public School Manual: Grammar.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

ORAL AND WRITTEN COMPOSITION.

10. (1) All candidates are required to have a general knowledge of the topics of the course in Composition as defined below and as related to their interests; candidates for Interim First Class Grade B certificates will stress Section A and candidates for the Ordinary High School certificate, Section B.

(2) The special object of the course in Oral and Written Composition is to prepare the student to train his pupils to speak and to write good English as a fixed, unconscious habit, and to think clearly and logically as a basis for clear, logical, and effective expression.

(3) The following are the sections of the course and their main topics:

A. Introductory: The value of language training; the constructive and the interpretative phases of the study of English; present-day tendencies in the teaching of composition.

Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

B. The principles to be followed in arranging a High School course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the High School course; importance of oral composition; sources of material; class procedure.

Books of Reference:

Public School Manual: Composition and Spelling.

High School Composition and Manual.

Carpenter, Baker, and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

SPELLING.

11. (1) Candidates for Interim First Class Grade B certificates will take the course in Spelling. Candidates for Ordinary High School certificates will take such parts as are related to their interests.

(2) The special object of the course in Spelling is to prepare the student to enable his pupils to reproduce in the mechanism of written word-expression the forms approved by the best usage.

(3) The following are the main topics of the course:

Introductory: The problem of spelling; a brief historical study of spelling to note, (a) its varying relationships to the other subjects of the curriculum, (b) the changes in content, and (c) the improvement in method; a summary of the reports of recent investigations in the subject of spelling.

Materials: General principles of selection of material for spelling; different bases for grouping words for the purpose of spelling; number of words per lesson; the place and relative value of other subjects, the spelling book, grade lists, class lists, and individual lists in providing material for the spelling lesson.

Methods: Necessity for teaching, not merely testing, spelling; the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of the pupils; value of rules in spelling.

Lesson Procedure: Assignment; necessity for the close association of meaning, pronunciation, and form in spelling; how the meaning of the word should be developed; various devices for impressing the form of the word, e.g., visualization, oral spelling, transcription, syllabication, word-building, word-grouping, etc.

Tests: Relative merits and defects of the oral and the written tests.

Detection of errors: Relative merits and defects of the following means: by teacher, self-detection, by monitors, one pupil examines the work of another pupil.

Correction of errors; causes of incorrect spelling; the common type of error; prevention *versus* correction; methods of correcting errors.

The use of dictionaries.

Spelling tests, e.g., The Curtis Standard Test in Spelling.

Books of Reference:

Public School Manual: Composition and Spelling.

Suzzallo: *The Teaching of Spelling.*

Annandale: *The Concise Imperial Dictionary.*

HISTORY.

12. (1) All candidates will take such topics of the course in History defined below as are related to their interests. Candidates for Interim Ordinary High School certificates will stress Section B, and candidates for Interim First Class Grade B certificates will stress Section A.

(2) The special object of the course in History is to prepare the student to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, to develop a love of high ideals, and to enable them to appreciate causal relations.

(3) The following are the sections of the course and their main topics:

A. Introductory: The scope of history; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important.

Stages and Methods: Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity; the picture and story stage; a methodically arranged series of picturesque biographies graphically narrated: no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of the history readers and the biographies in the library. The reflective stage; the study of causal relations and of the origin, development, and inner life of institutions.

The recitation, its forms and purpose; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; oral and written work; use of pictures, maps, readers, source books, text-books, and current journals and periodicals.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:

History of aborigines; current history; history of pioneers, local history.

Characteristics of peoples: as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Biography: The natural attractiveness of biography; the relation of biography to history; the effect of the study of biography on the development of character; selection of suitable biographies for pupils of different grades; as the lives of explorers, navigators, and soldiers, for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions for pupils of higher grades.

Epochs: The relation of epochs to biographies; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, school systems, of factories, of routes and means of transportation, etc.; study of present forms of civic institutions.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary work for the different grades. Significance and value of the flag. The causes and significance of the present great war.

A study of certain periods of British and Canadian history as prescribed for the Public Schools and the Lower School of the High Schools.

B. The reflective study of history and the methods which have been found specially suitable for the presentation of history to High School pupils. A study of certain periods of the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

Books of Reference:

Public School Manual: History.

Bourne: The Teaching of History and Civics.

Johnson: The Teaching of History.

MacPherson: Visual Aids in the Teaching of History.

The Committee of Seven: The Study of History in Schools.

SEMINAR IN ENGLISH AND HISTORY.

13. (1) In addition to the courses in English and History for Interim Ordinary High School certificates, students in attendance who are candidates for Interim High School Specialists' certificates in English and History, or Moderns and History will take the seminar in English and History.

(2) The work in English will include:

(a) A study of selected topics in English Grammar, Composition, and Literature as prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Bolenius: Teaching Literature in the Grammar Grades and High Schools.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Articles in "The English Journal".

(3) The work in History will include:

(a) A study of particular periods of the prescribed History.

(b) A discussion of the courses in History that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history, and the preparation of short monographs on assigned topics.

Books of Reference:

Allen: The Place of History in Education.

Johnson: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Langlois and Seignobos: Introduction to the Study of History.

Articles in "The History Teachers' Magazine."

ARITHMETIC.

14. (1) All candidates will take Sections A, B, and C; candidates for Interim Ordinary High School certificates will stress Section C.

(2) The special object of the course in Arithmetic is to prepare the student to train his pupils to acquire facility, accuracy, and promptness in the use of numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculation.

(3) The following are the sections and their main topics:

A. Introductory: A brief study of present-day educational movements: the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

B. Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

The various arithmetical operations and their application, with special stress upon the methodology of the elementary work:—

Counting: measuring with standard units; numbers from 1 to 10; 10 to 20, etc.; number pictures; notation and numeration.

Addition: its point of contact with previous work; addition tables; order of exercises; devices; tests.

Subtraction: relation to counting and addition; additive and decomposition methods; subtraction tables; order of exercises; devices; tests.

Multiplication: relation to addition and subtraction; tables; order of exercises; tests.

Division: relation to subtraction and multiplication; short and long processes; order of exercises; factors and factoring; cancellation; division by factors; checking; tests.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers.

Compound rules: tables of weights and measures; reduction; operations.

C. Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.

Mensuration: the application of Arithmetic to space relations, theoretical and practical methods of obtaining formulae, practical problems to show the use of these formulae, the necessity of models in teaching mensuration.

The metric system, when and how it should be taught.

Tests: Arithmetic tests, *e.g.*, The Courtis Standard Test in Arithmetic.

Books of Reference:

Public School Manual: Arithmetic.

McMurry: Special Method in Arithmetic.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Suzzallo: The Teaching of Primary Arithmetic.

Young: The Teaching of Mathematics.

ALGEBRA.

15. (1) All candidates will take the course in Algebra as defined below. For candidates for Interim First Class Grade B certificates the applications and illustrations will be limited in the main to the work of the Lower School of the High School; for candidates for the Interim Ordinary High School certificates, they will be selected from the work of the Lower and Middle Schools.

(2) The special object of the course in Algebra is the same as that of Arithmetic.

(3) The following are the main topics of the course:

Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root and its method of dealing with problems and the object to be kept in view in their solution; verification of results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of simple and quadratic simultaneous equations.

Books of Reference:

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

GEOMETRY.

16. (1) All candidates will take the course in Geometry as defined below. For candidates for Interim First Class Grade B certificates, the applications and illustrations will be limited in the main to the work of the Lower School of the High School; for candidates for the Interim Ordinary High School certificates, they will be selected from the work of the Lower and Middle Schools.

(2) The special object of the course in Geometry is to prepare the student to train his pupils to attain skill in accurate measurements and in drawing, and through these in inductive and deductive reasoning.

(3) The following are the sections of the course and their main topics:

Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods.

Books of Reference:

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

17. (1) In addition to the courses in Mathematics prescribed for the Interim Ordinary High School certificate, the student who is a candidate for an Interim High School Specialists' certificate in Mathematics will take the seminar in Mathematics as defined below, and the student who is a candidate for an Interim High School Specialist's certificate in Mathematics and Physics will take the seminar in Mathematics, together with such portions of the seminar in Science as the instructors therein may direct.

(2) The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and

development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

GEOGRAPHY.

18. (1) All candidates will take the course in Geography as defined below. Candidates for Interim Ordinary High School certificates will stress Sections A, C, D, and E.

(2) The special object of the course in Geography is to prepare the student to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

(3) The sections of the course and their main topics are as follows:

A. Scope of Geography: Difference from the other sciences dealing with the earth. Relation to History and to Nature Study. Method of teaching geography: topical method, regional method, project method; advantages of each method; examples of topics treated by each method.

B. Elementary Geography: Method of teaching elementary geography with detailed treatment of typical topics; home geography; its importance as the basis of all geography; methods of making home geography concrete; observational work. Excursions to study local geography.

C. Regional Geography: Maps; different kinds, their use, importance of the physical map, map interpretation, map drawing, special maps. Use of pictures, globes, and other visual aids. The use of text-books, readers, reference books.

D. Commercial Geography: Factors determining commerce with illustrations from Canada and other countries. Discussion of the chief commercial commodities; geographical factors determining their production and distribution. Relation of physical features to commerce.

E. Physical Geography: Physical geography the chief basis of commercial geography. Experimental treatment; use of such aids as contour, isobar, isotherm, and weather maps. Special attention to the interpretation of land and water forms in the province of Ontario. A discussion of the most important topics in physical geography in the High School course of study.

*Books of Reference:**Public School Manual: Geography.*

Andrews: Seven Little Sisters.

Geikie: The Teaching of Geography.

Wallis: The Teaching of Geography.

Holtz: Principles and Methods of Teaching Geography.

Chisholm: Handbook of Commercial Geography.

MacFarlane: Economic Geography.

Mill: International Geography.

Salisbury: Physiography.

Tarr: College Physiography.

Lake: Physical Geography.

Dryer: High School Geography.

Tarr & Von Engel: Laboratory Manual to Physical and Commercial Geography.

LATIN.

19. (1) All candidates will take the course in Latin as defined below. Candidates for Interim Ordinary High School certificates will extend their course to the Middle School work in Latin.

(2) The special object of the course in Latin is to revive and reinforce the students' acquaintance with the language, and to demonstrate the value of its study, as the vehicle of a great literature, with its attendant intellectual and aesthetic culture, and as a means of acquiring a more accurate and comprehensive knowledge of the mother tongue.

(3) The introductory lectures deal with the relation of method in Latin teaching to linguistic method in general. They show how this object ought to affect the method of teaching the subject in its various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content. In connection with the demonstration classes these lectures also exemplify methods of teaching typical lessons in the different departments mentioned above. The introductory lectures are followed by a course in which the various phases of the subject are treated more extensively.

The following are the main topics of the course:

Oral Reading: A course in Roman pronunciation in the reading of Caesar and Vergil. The metre of Vergil.

Inflection, with especial reference to nouns and adjectives of the third declension, comparison, pronouns, and the conjugation of verbs.

Syntax, with especial reference to the use of gerunds and gerundives, 'si' clauses, 'cum' clauses, the sequence of tenses, and the laws of indirect discourse. Exercises in Latin Composition.

The teaching of Latin by the direct method.

Translation. The principles of idiomatic translations are applied to extracts from Caesar and Vergil.

In connection with the study of the authors, methods are suggested for the use of lessons on the grammatical difficulties of the text and on the literary or historic content.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Crawford: On Pronouncing Latin.

Hale: The Art of Reading Latin.

Westaway: Quantity and Accent in the Pronunciation of Latin.

GREEK.

20. (1) All candidates whose option is Greek take the course as defined below. Candidates for Interim Ordinary High School certificates will extend their course to the work of the Middle School, in particular, in translation and more advanced syntax.

(2) The object of the course in Greek is the same as that defined under Latin.

(3) The following are the main topics of the course:

Special difficulties in teaching Greek and how to meet them; pronunciation and accent.

Methods applied to lessons in First Greek Book.

Review of Attic Greek Grammar, with particular reference to nouns and adjectives of the first and third declensions, comparison, verbs of the two conjugations, augment, reduplication, thematic and non-thematic second aorists, syntax of the conditional and unconditional relative clauses, uses of infinitives and participles, laws of sequence and indirect discourse.

The teaching of Homer with special reference to the metre, the dialectic forms, and the translation.

Books of reference:

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

SEMINAR IN CLASSICS.

21. (1) In addition to the work in Latin and Greek (if Greek is taken as an option) required from all candidates for a Interim Ordinary High School certificates, students who are candidates for Interim High School Specialists' certificates in Classics will take the seminar in Classics.

(2) In the Seminar in Classics topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin Prose Composition. During the session eight essays on these topics are required from each member of the class. The following list will show the nature of the topics for discussion:

The Teaching of Horatian metres. The poetic art of Horace. The translating of Horace into English prose. The use of metrical versions. Certain Asclepiadean odes. The national odes. Horace's treatment of religion, death, friendship, and fortune. The selection of "fine lines." The complete teaching of an ode of Horace. The appropriate commentary.

The teaching of Vergil in an honour class. The difficulties in translating Cicero. What T. Rice Holmes has done for the teaching of Caesar. The sequence of tenses in Caesar's indirect discourse. The teaching of Latin prose composition. The teaching of Xenophon in an honour class. The classical library.

The Direct Method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Johnson: Pamphlets on the Teaching of Caesar and Vergil.

Hale: Pamphlets on the Art of Reading Latin.

Articles in the "Classical Journal."

MODERN LANGUAGES.

(FRENCH AND GERMAN.)

22. (1) The course in Moderns as defined below contains much that may be taken in common by candidates in the French and German options. Candidates for Interim First Class Grade B certificates will take Sections A, D, E, F, G, H and such parts of I as apply to the work of Form V of the Public Schools. Candidates for Interim Ordinary High School certificates should be familiar with all sections of the work.

(2) The special object of the course in French or German is to prepare the student to train his pupils in the fundamental knowledge of the language to be studied, in respect to pronunciation, the grammatical difficulties encountered, the expression of his thoughts in the foreign language, and the translation of the thoughts of foreign authors into good idiomatic English; also to inspire in the pupils a love for what is best in the literature of France or Germany.

(3) The following are the sections of the course and their main topics:

A. Introductory: Importance of a modern language as a factor in education; language the vehicle of thought; value of linguistic training; aims of linguistic study fourfold:—for the general disciplinary value, as an introduction to the literature of France and Germany, as a means of acquiring knowledge of practical value in life and as a means of intercourse with French and German people.

B. History of Methods: Consideration of methods formerly employed or still in vogue; the beginnings of modern language study; the Grammar method; the Natural method; the Psychological or "Gouin" method; the Reading method; the Direct or Reform method as used at present in France, Germany, Great Britain, and the United States.

C. Study of Methods: A comparison of these methods in view of the present conditions in Ontario schools; the age and attainments of the pupil, the size of the class, the number of lessons per week, the regulations of the Education Department, the text-books in use; internal and external difficulties of language.

D. Pronunciation: Good pronunciation is indispensable; the value of the study of phonetics; practical course in phonetics; the international phonetic alphabet; advantage of this knowledge to the teacher; phonetic texts and dictionaries; how the teacher may improve his pronunciation; to what extent it is advisable to make use of phonetic symbols in the class-room; drill in pronunciation, how to conduct it; memorization of easy passages of prose and poetry; how to make the pupil self-critical; where to obtain phonetic charts and texts of value to the teacher and pupil.

E. Elementary Classes: To be conducted without a text-book; oral work to be combined with the study of sounds; how to conduct such a lesson; how to bring variety and interest into the lesson; conversation and how to conduct it; how to make use of objects of the class-room and pictures; value of work in unison; use of black-board; grammar taught inductively from material supplied by the teacher; the proper method of keeping note-books; dictation and how to correct it to the pupil's best advantage; aids to the teacher in oral work, in books and pictures; necessity for thorough drill in essentials of pronunciation and grammar.

F. Grammar: Inductive and deductive teaching of grammar; value of each method varies with the age and attainments of the pupil; grammatical rules and their value; use of mnemonics; the study of grammar as a means to an end; special illustrative lessons on essentials; learning of paradigms; importance of the verb; drill on the instruction given; teaching grammar aside from the text-book; study of the French or German portion of the exercise; use of the "questionnaire"; oral work in translation; advice to pupils in the preparation of the work at home; correction of home-work in the class; economy of time in correction work; drill on points misunderstood by the pupil; constant reading by the teacher to serve as a model for the class; constant reading by the pupil; oral work based on the work on the board; correction of his own work by the pupil; re-writing of work done badly; supervision of pupil's exercise-books; inculcation of habits of neatness and correctness; sending the pupil to the board to test his preparation.

G. Special review lessons to aid the student to improve his knowledge in:

French Grammar: Accents, elision, liaison, the definite article and its uses, the indefinite article, the partitive article and exceptions; gender and number of nouns; agreement and comparison of adjectives; their position; possessive, demonstrative, interrogative, indefinite and numeral adjectives; conjunctive and disjunctive personal pronouns; demonstrative and relative pronouns; interrogative and indefinite pronouns; conjugation of regular and irregular verbs; the tenses of the indicative mood and their uses; the imperative mood; the principal uses of the subjunctive mood; conditional mood and conditional sentences; agreement of past participles; reflexive verbs; word order of the sentence; important idiomatic phrases and sentences.

German Grammar: Pronunciation; umlauts and other signs; capital letters; definite and indefinite articles and their uses; declension of nouns and adjectives; strong and weak verbs and their conjugations; tenses and uses of the indicative mood; the subjunctive mood; the conditional mood and conditional sentences; the passive voice; elementary knowledge of modal auxiliaries; prepositions and their government; the various pronouns; word order of the sentence; important idiomatic phrases and sentences.

H. Translation into English: When to introduce the Reader; the grammatical preparation necessary; dangers to be avoided by teacher and pupil; transliteration and idiomatic translation; various methods of conducting the recitation; correction of the pupil; cultivation of his literary taste; reading the text in French or German; questioning in the foreign language utilizing the extracts read; grammatical study of the text; use for dictation purposes; other purposes to which the text may be put.

I. Composition: Advanced work to be based on models; oral drill on the Reader; free reproduction; original essays by the pupil; writing of letters; methods of correction, in small and large classes; training in the use of the dictionary and other aids.

J. Bibliography: Students will be furnished with the addresses of the best houses which publish books of interest and value to the teacher. Lists will be given of the best books regarding grammar, oral work, pronunciation, manners, customs; dictionaries and general literature.

Books of Reference:

Jespersen: How to Teach a Foreign Language.

Brebner: Teaching of Modern Languages in Germany.

Bahlsen: Teaching of Foreign Languages.

Breul: Teaching of Modern Languages.

Savory and Jones: Sounds of the French Language.

Dumville: French Pronunciation.

Vietor: German Pronunciation.

Heath: Report of the Committee of Twelve.

Bagster-Collins: The Teaching of German.

SEMINAR IN FRENCH AND GERMAN.

23. (1) In addition to the work in French and German required from candidates for the Interim Ordinary High School certificate, students who are candidates for the Interim High School Specialist's certificate in French and German or in Moderns and History will take the seminar in French and German.

(2) The seminar will lay special stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French and German life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols; use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French and German composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Jespersen: How to Teach a Foreign Language.
- Rippman: Elements of Phonetics.
- Savory and Jones: Sounds of the French Language.
- Sweet: Practical Study of Languages.
- Walter: Zur Methodik des neusprachlichen Unterrichts.

NATURE STUDY.

24. (1) All candidates for Interim First Class Grade B certificates will take this course.

(2) The special object of the course in Nature Study is to prepare the student to train his pupils to observe and interpret independently the world around them and to broaden and deepen their sympathies with nature.

(3) The following are the main topics of the course:

The Scope of Nature Study: Difference in aim from science; relation to elementary science, geography, agriculture, and physiology and hygiene; various aims: training in observation, acquisition of useful knowledge,

practice in the investigational method, development of sympathetic interest in nature; aesthetic value of nature study; relation of nature study to rural life; books on nature study.

Material of Nature Study: Materials the same as for science, but differently treated. Danger of overestimating structure; the life of the organism most important for nature study; common and easily accessible material most suitable. The materials most useful for the different grades; best methods of securing materials; use to be made of the school garden, the home garden, and of the plants and animals of the farm. Experimental treatment of the topics of the courses in Physics and Chemistry.

Method of Nature Study: Amount of time to be devoted to the subject and the proper distribution of the time. Importance of observing living plants and animals, method of conducting such observation; pupils' records of bird migrations and of other periodical natural phenomena; pupils' collections, different kinds, their purpose and use; preparation and use of vivaria and aquaria; school excursions, value, method of conducting such excursions; the proper uses of books, charts, pictures, etc.; preparation and use of school museum; method of conducting lessons on selected topics of the course.

Books of Reference:

Public School Manual: Nature Study.

Bailey: *The Nature Study Idea.*

Comstock: *Handbook of Nature Study.*

Dearness: *How to Teach Nature Study.*

Hodge: *Nature Study and Life.*

Scott: *Nature Study and the Child.*

Silcox and Stevenson: *Nature Study.*

ELEMENTARY SCIENCE.

25. (1) Candidates for Interim First Class Grade B certificates will take this course.

(2) The course in Elementary Science is an extension of the course in Nature Study into more formal work in Science and a preparation for the still more formal work in the Physics and Chemistry of the Middle School course and the Biology of the Upper School course.

(3) The following are the main topics of the course:

Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work: how conducted, how recorded; manipulation of apparatus; glass-working, breaking, bending, and drawing out of glass tubing; making of simple apparatus; class-room discussion, its purpose, method, and relation to the experimental work; the use of text-books;

note-books, most suitable kinds, use and abuse, method of inspection, note-book drawing; reference books, most suitable books in each subject for the library, use to be made of reference books by pupils; supplementary reading; methods in special topics of the biology, physics, and chemistry of the Lower School, and in some of the most important topics of the Middle School of the High Schools including their correlations with topics of the Public School courses of study.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Public School Manuals: Nature Study, Geography, Household Science.

Burlend: First Course in Zoology.

Woodhead: The Study of Plants.

Bailey and Coleman: First Course in Biology.

Gregory and Simmons: Lessons in Science.

SCIENCE.

(PHYSICS, CHEMISTRY, AND BIOLOGY.)

26. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The Middle School course in science is an extension of the course in Physics and Chemistry in the Elementary Science of the Lower School into the more practical and more formal work of the Middle School in these subjects, along with an extension of the Biology of the Lower School course. The purpose of instruction in Science now becomes more evident. It gives the pupil a useful knowledge of his material environment and disciplines his powers of observation and his judgment.

(3) The course in Science includes the main topics in the course in Elementary Science prescribed above and the following additional topics:

Laboratory equipment for each subject; methods of demonstration; use of technical terms, theories, facts, scientific laws; text-books and reference books.

Chemistry: order of treatment; introductory work; method of conducting instruction in the following topics discussed and illustrated: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics discussed and illustrated.

Biology: Methods of treatment in class; dissection; experiments with plants; the microscope, its care and use; school museums; plant ecology; relation of structure to function; treatment in class of selected types of plants and animals as the grasshopper, frog, hepatica, fern; practical acquaintance with the common plants and animals of Ontario; study of the habits of plants and animals in aquaria and terraria.

The instruction in each subject will be illustrated by demonstrations and practical work.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Ganong: The Teaching Botanist.

Gregory and Hadley: Class-book in Physics.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

Wilson and Hadley: School Chemistry.

SEMINAR IN SCIENCE.

27. (1) In addition to such parts of the courses in Science as are prescribed for their course for Interim Ordinary High School certificates candidates for Interim High School Specialists' certificates in Science will take the seminar in Science.

(2) The following are the main topics of the course:

Manipulation: Practice with the apparatus used in High School demonstrations; preparation of charts; the projection lantern; photography; the preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work; use of microscope; mounting of specimens for microscopic examination; identification of minerals.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation, and storage; most suitable reference books in Physics, Chemistry, Zoology, Botany, and Mineralogy; scientific periodicals.

Discussion of topics that are difficult of presentation to High School pupils, including the following: Geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in Chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganot, Watson, and Edser: Text-books in Physics.

Kerner: Natural History of Plants.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

Newth: Chemical Lecture Experiments.

VOCAL MUSIC.

28. (1) All candidates for Interim First Class Grade B certificates will take this course.

(2) The special object of the course in Vocal Music is to enable the student to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

(3) The course will be both practical and theoretical and will include:

Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound double, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of the registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in all the grades of the Public School; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: Students will be instructed in the grading of school music to suit the development of the pupils and in methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: The Standard Course.

Curwen: The Teacher's Manual.

Hardy: How to Train Children's Voices.

Mason: How to Teach the Staff Notation.

Hulbert: Breathing for Voice Production.

MANUAL TRAINING.

29. (1) All candidates for Interim First Class Grade B certificates will take this course.

(2) The special object of the course in Manual Training is to enable the student to select and use in the most effective way constructive exercises which shall train the pupil's hand and eye, shall serve as a means of self-expression, shall correlate the work of the school with the activities of the home, and shall develop a sympathy with manual occupations.

(3) The following are the main topics of the course:

The need for Manual Training in the curriculum; its relation to the child and to the curriculum; its relation to industrial and technical education; the relation of educational value to practical utility.

Typical forms of constructive work adapted to the capacities of pupils in Forms I, II, and III, of the Public School including weaving, elementary work in paper and cardboard, and modelling; their use as a means of expression and correlation.

Advanced work in cardboard; book-binding and simple repair of books; trimming and mounting of pictures.

Modelling: Materials used in modelling natural forms; modelling in relation to the teaching of geography and primary reading; modelling as an aid to the teaching of drawing and design; free modelling as a means of expression.

Mechanical drawing: a short course with and without instruments; plans and blue-prints.

Wood-work: The workshop, tools, and materials; how to keep tools in order; a short course in bench-work; woods suitable for construction work; designing.

Class management and organization.

Books of Reference:

Public School Manual: Manual Training.

Dobbs: Primary Handwork.

Baxter: Paper and Cardboard Construction.

Lester: Claywork.

Noyes: Handwork in Wood.

Prang: The Manual Arts for Elementary Schools.

Sargent: Fine and Industrial Arts in Elementary Schools.

Row: The Educational Meaning of Manual Arts and Industries.

HOUSEHOLD SCIENCE.

30. (1) All women students who are candidates for Interim First Class Grade B certificates will take this course.

(2) The special object of the course in Household Science is to enable the student to relate the work of the school to the activities of the home. It is also a form of Manual Training, and possesses the same educational value.

(3) The following are the main topics of the course:

Introductory: The scope of Household Science.

The House: Purpose; location; general ideas concerning use and furnishing of rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; sources, food value, and digestion of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour; the principles of feeding during infancy and childhood.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service.

Bacteriology: Occurrence and nature of bacteria; sanitation based on this knowledge (necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection); preservation of foods.

Home Nursing: The ideal sick-room (location, furnishing, ventilation, heating, care); care of the patient (bath, bed, clothing, and food).

Sewing: Study and application of different stitches, basting, running, stitching, back-stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching, mending, darning (different kinds), button holes, mitred and square corner, hemming, doll's apron.

Textile materials used: their identification, names, kinds, widths, and usual prices, variations of weave in regard to beauty and strength; growth, manufacture, and finish of cotton, silk, wool, linen and their use and value for clothing.

Class management and organization in Household Science.

Books of Reference:

Public School Manuals: Household Science, Sewing.

Greer: Food and What it Does.

Jones: Lessons in Elementary Cooking.

Danniels: Furnishings of a Modest Home.

Walker: Manual of Needlework and Cutting-Out.

SEMINAR IN HOUSEHOLD SCIENCE.

31. (1) All candidates for Interim High School Specialists' certificates in Household Science will take the seminar in Household Science.

(2) The following are the main topics of the seminar in Household Science: Relation of Household Science to other subjects; accommodation and equipment for Household Science work in the schools; organization and content of the courses of study in Public and High Schools; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

Public School Manuals: Household Science, Sewing.

Lincoln: The School Kitchen.

McGlanfin: Handicraft for Girls.

Hutchinson: Food and Dietetics.

Wilson: Handbook of Domestic Science and Household Art.

COMMERCIAL WORK WITH WRITING.

32. (1) All candidates for Interim Ordinary High School certificates and Interim First Class Grade B certificates will take this course. Candidates for Interim Ordinary High School certificates will stress Section A; and candidates for Interim First Class Grade B certificates, Section B.

(2) The special object of the course in Writing is to enable the student to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort and to make him familiar with the best means of securing the same results with his pupils. The special object of the course in Book-keeping is to enable him to train his pupils to keep personal accounts.

(3) The course includes the following topics:

A. Business Papers: Receipts, promissory notes, drafts, orders, cheques, bank drafts, bills of goods, invoices, endorsement and acceptance and consequent liability.

Book-keeping: The nature of double and single entry. Changing from single to double entry. Practical exercises in book-keeping by single entry.

B. Writing: A brief outline of the different methods of teaching the subject.

Penholding: Position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; blank paper, its ruling; importance of writing in transcription, dictation, and composition; correction of general and individual faults; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Practical exercises in writing.

Books of Reference:

Public School Manual: Writing.

The Ontario Writing Course.

The Public and High School Text-books in Bookkeeping and Writing.

ART.

33. (1) All candidates for Interim First Class Grade B certificates will take Sections A and B; all candidates for Interim Ordinary High School certificates, Sections A and C.

(2) The aim of the course is to develop an appreciation of the beautiful, to impart skill in the use of art as a mode of expression, and to train teachers to communicate such appreciation and skill to their students.

(3) The course includes the following topics:

A. Introductory: The scope of art; its cultural and utilitarian value; a consideration of its application to Canadian industries.

Freehand Drawing in outline and in values: When and how to use charcoal, crayons, brush and ink, pencil, pen and ink; the drawing in an appropriate medium of straight lines, of squares and circles, of rectangles and ellipses; the drawing of common flat objects, such as grasses, leaves, plates, trowels, a checker-board; the principles of freehand and perspective as illustrated in the drawing of the cylinder and the cone, the rectangular prism and the square pyramid, and of common objects founded upon these simple models; the effect of light upon objects; the neutral value scale; the drawing of common objects in light and shade; the drawing of groups of objects showing good composition; the drawing of simple landscapes; the illustrating of games, occupations, stories, quotations; pose drawing.

Freehand Drawing in colour: When and how to use coloured crayons and water colours; complementary colours; colour harmony; the graying of colours; the making and applying of graduated and uniform washes; the representation in colour of leaves, grasses, flowers, fruits, trees, insects, domestic animals, birds, and common objects; simple landscapes from nature; elementary composition of pictures.

Blackboard Drawing: Its importance to the teacher; rapid illustrative sketches in white, black, and coloured crayons on the blackboard and on large sheets of paper.

Design and Lettering: The principles of rhythm, balance, and harmony in decorative design; the use of natural and geometric forms, and of historic ornament in design; the making of surface designs to be applied to useful purposes such as borders, festival cards, menus, programme covers, book covers, posters, etc. Lettering with the freehand and mechanical aids; the principles of good spacing; the formation of Gothic and of standard Roman capitals; modifications for decorative purposes; the carrying out of designs in neutral values and in colour.

Art Appreciation: How to study pictures, sculpture, and architecture; the special study of a few of the masterpieces of each.

B. Methods of teaching Art in the Public Schools.

C. Methods of teaching Art in the High Schools.

*Books of Reference:**Ontario Teachers' Manual: Art.*

Crane: Line and Form.

Cross: Light and Shade.

Dow: Composition.

Branch: Design.

Cross: Colour.

Norton: Freehand Perspective and Drawing.

Whitney: Blackboard Drawing.

Lethaby: Architecture.

Sturgis: The Appreciation of Pictures, Sculpture, and Architecture

Caffin: Guide to Pictures.

PHYSICAL CULTURE AND HYGIENE.

34. (1) All candidates for Interim First Class Grade B certificates will take Hygiene and Course I in Physical Culture. All candidates for Interim Ordinary High School certificates will take Hygiene and Course II. Course II is also the course prescribed for the Elementary certificate in Physical Culture.

(2) The object of the course in Hygiene is to train the student in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

(3) The object of the course in Physical Culture is to prepare the student to provide properly for the physical training of his pupils. With hygiene (school and personal) as a basis, it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of the symmetrical body, and the formation of habits of grace and ease in muscular movements.

(4) The following are the main topics of the course in Hygiene:

School Hygiene: School sanitation; common facts of bacteriology; general instruction for the detection of communicable diseases; modes of preventing the spread of these diseases; sanitary legislation; duties of teachers.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body; spinal curvature—its causes; digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs. Hair, nails, bathing, clothing, etc. Muscles; the relation of mind to body; mental exercise; study; rules regarding mental work; irregular and over-work; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Myopia and Presbyopia: Affections of eyes due to improper school accommodations; tests for defective vision; ear, nose, and throat troubles as a cause of dullness in pupils; tests for defective hearing and breathing.

Treatment of Emergencies: First aid in fractures, dislocations, and sprains, drowning, suffocation and fainting; cuts and hemorrhage, and other accidents or emergencies.

Books of Reference:

Allen: Civics and Health.

Gulick: Hygiene Series.

Martin: The Human Body.

O'Shea and Kellogg: Hygiene Series.

(5) The following are the main topics of Course I in Physical Culture:

Exercises for Heart and Lungs: Deep breathing, running, hopping, rapid walking, "chopping" (with wands, dumb-bells, or freehand.)

Exercises for the Digestive Organs: Circlings, lateral movements of trunk, "diving," etc. (with wands, dumb-bells, or freehand.)

Muscular Development: Action of the muscles; exercises for the systematic development, with or without apparatus, of neck, trunk, arms, and legs.

Corrective Exercises: Exercises for overcoming certain deformities or lack of symmetry.

Balance Exercises: Exercises for promoting a graceful and well-balanced carriage, and co-ordination of muscles.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; turning, marching, stepping, forming fours, etc., the formation of classes in position for physical drill; fancy steps, running.

MUTUAL INSTRUCTION.

Course I includes also the Course for the Strathcona Grade B certificate.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for the Playground, Home, School and Gymnasium.

Kimmons: Guild of Play Book, Parts I, II, III.

Mari Hofer: Popular Folk Games and Dances.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

(6) The following are the main topics of Course II in Physical Culture:

PRINCIPLES: (For Men and Women).

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: classification and description of movable joints; importance of joints. Muscle: varieties, origin, insertion, and action. Digestive system, stomach, liver, etc.; circulatory system: heart, arteries, veins, etc.; respiratory system; nervous system.

Physiology: Oxidation and waste, metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs,

in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First aid to the injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heat stroke, poisons, bandaging.

PRACTICE: (For men only).

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs, class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor basketball, volleyball.

Outdoor Athletics: Field and track sports.—Course to enable teachers to coach athletics and to direct athletic meets; starting, sprinting, running; broad jump, high jump, shot put, hurdles.

MUTUAL INSTRUCTION.

PRACTICE: (For Women Only).

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor athletic sports: Running races, gymnasium games, including basketball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

MUTUAL INSTRUCTION.

Course II includes also the course for the Strathcona Grade B certificate.

Books of Reference:

The Syllabus of Physical Exercises for Schools (Strathcona Trust.)

Barton: Physical Training.

Bancroft: Games for Playground, Home, School, and Gymnasium.

Kimmons: Guild of Play Book, Parts I, II, III.

Mari Hofer: Popular Folk Games and Dances.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

DEGREES IN PEDAGOGY.**GENERAL INFORMATION.**

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in education, while they have also become more professional in purpose; and the examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Department of Education of Ontario exempts the holder of the Degree of B.Pæd. or D.Pæd. from one or two (as the case may be) of the seven years of experience now required of candidates for Inspectors' certificates.

By a joint arrangement with the Faculty of Education of Queen's University Summer Courses of instruction for candidates for degrees in Pedagogy are offered as follows:

In the summer of 1917 in the Science of Education and in the History of Education at Queen's University.

In the summer of 1918 in Educational Psychology and in School Administration at the University of Toronto.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Pæd.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from any university in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education and Educational Systems, and Educational Administration and Organization.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

5. The examination shall be held in December at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by

the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of November of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee is \$10 for the full examination or \$3 for each subject if taken separately. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each subject may be taken and will be examined on separately. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References :—Alexander. A Short History of Philosophy.

Bagley. The Educative Process.

Dewey. { The School and Society.
The School and the Child.

Mac Cunn. The Making of Character.

Mill. Utilitarianism.

Ruediger. Principles of Education.

Spencer. Education.

Watson. Outlines of Philosophy.

(ii) Educational Psychology. (Two papers.)

References :—Hall. Aspects of Child Life.

James, Text Book of Psychology.

McDougall. Physiological Psychology. (New ed.).

Parker. Methods of Teaching in High Schools.

Pillsbury. Essentials of Psychology.

Sandiford. Mental and Physical Life of School Children.

Titchener. Outlines of Psychology.

(iii) The History of Education and Educational Systems. (Two papers.)

- References:—*Davidson. Rousseau and Education according to Nature.
 De Garmo. Herbart and the Herbartians.
 Fletcher and Welton. Froebel's Chief Educational Writings.
 Freeman. Schools of Hellas.
 Graves. History of Education (3 vols.).
 Green. Pestalozzi's Educational Writings.
 Monroe. Textbook in the History of Education.
 Monroe. Comenius.
 Monroe. Source Book for the History of Education.
 Parker. History of Modern Elementary Education.
 Wilkins. Roman Education.
 Woodward. Vittorino da Feltre.

(iv) Educational Administration and Organization, including an examination of the outlines of the present-day educational systems of Germany, France, England, and the United States. (Two papers.)

- References:—*Balfour. Educational Systems of Great Britain and Ireland.
 Bolton. The Secondary School System of Germany.
 Brown. American High Schools.
 Butler. Education in the United States.
 Dutton & Snedden. Administration of Education in the United States.
 Eliot. Educational Administration.
 Farrington. The Public Primary School System of France.
 Farrington. French Secondary Schools.
 Greenough. The Evolution of the Elementary Schools of Great Britain.
 Hollister. High School Administration.
 Hughes. The Making of Citizens.
 Monroe. Cyclopaedia of Education.
 Seeley. The Common School System of Germany.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions.

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions and a first class or High School Assistant's certificate or its equivalent.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

4. After the year 1918 no candidate for the degree of D.Paed. will be admitted to the examinations in any subject of the course who has not attended a Summer Course (or its equivalent) in that subject.

5. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education, and Educational Administration and Organization. He shall also submit on or before November 1st, a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis.

6. The examination, which may be taken as a whole or separately in subjects, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's degree.

7. Candidates who possess partial standing in the D. Paed. courses may, with the consent of the Council of the Faculty of Education, have that standing applied in qualification for the B.Paed degree.

8. The fee for the whole examination is \$10, and for each subject, when taken separately, \$3. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

9. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References:—Adams. Evolution of Educational Theory.

Bosanquet. Education of the Young in Plato's Republic.

Bosanquet. Philosophic Theory of the State.

Cooley. Human Nature and the Social Order.

Croce. Philosophy of the Practical (trans. Ainslie).

Dewey. Schools of To-morrow.

Hayes. Introduction to Sociology.

Hobhouse. Morals in Evolution.

Wallas. The Great Society.

Wallas. Human Nature in Politics.

(ii) Educational Psychology. (Two papers.)

References:—Hall. Adolescence. 2 vols.

Hobhouse. Mind in Evolution. (New ed.).

Huey. Psychology and Pedagogy of Reading.

James. Principles of Psychology. 2 vols.

Judd. Psychology of High School Subjects.

Ladd & Woodworth. Elements of Physiological Psychology.

McDougall. Social Psychology.

Rusk. Introduction to Experimental Education.

Thorndike. Educational Psychology. 3 vols.

(iii) The History of Education and Educational Systems from 1800 to the present day, with special reference to Germany, France, Great Britain, the United States, and Ontario. (Two papers.)

References:—Balfour. The Educational Systems of Great Britain and Ireland.

Birchenough. History of Elementary Education in England and Wales.

Brown. The Making of our Middle Schools.

Coleman. Public Education in Upper Canada.

Dexter. History of Education in the United States.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Findlay. Arnold at Rugby.

Fletcher & Welton. Froebel's Chief Educational Writings.

Graves. History of Education (vol. 3).

Green. Pestalozzi's Educational Writings.

Green. Life and Works of Pestalozzi.

Herbart. Outlines of Educational Doctrine (Lange and De Garmo).

Monroe. Textbook on the History of Education.

Parker. History of Modern Elementary Education.

Paulsen. German Education, Past and Present.

Putman. Egerton Ryerson and Education in Upper Canada.

Russell. German Higher Schools.

Spencer. Education.

Candidates are also advised to consult, if accessible, the following:

The Special Reports of the English Department of Education.

The Reports of the United States Commissioner of Education.

The Reports of the Minister of Education, Ontario.

Monroe's Cyclopedia of Education, Hodgins' Documentary History of Education in Upper Canada, Canada and its Provinces, vol. xviii.

(iv) Educational Administration and Organization in Germany, France, England, and the United States, and with special reference to the administration and organization of education in Ontario. (Two papers.)

- References:*—Brown. The Training of Teachers for Secondary Schools.
Burstall and Douglas. Public Schools for Girls.
Farrington. The Public Primary School System of France.
Farrington. French Secondary Schools.
Johnson. High School Education.
Kandel. Elementary Education in England.
Kandel. The Training of Elementary Teachers in Germany.
Monroe. Principles of Secondary Education.
Norwood and Hope. Higher Education of Boys in England.
Ontario. The Acts, Regulations, Instructions of the Department of Education.
Paulsen. German Education Past and Present.
Russell. German Higher Schools.
Sachs. The American Secondary School and some of its Problems.
Sandiford. The Training of Teachers in England and Wales.
Seath. Education for Industrial Purposes.
Strayer and Thorndike. Educational Administration, Quantitative Studies.

(Candidates are advised to consult, if accessible, the Special Reports of the Board of Education, England; the Reports of the United States Commissioner of Education, the Reports of the Minister of Education, Ontario; and Monroe's Cyclopaedia of Education.)

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

General Information.

In April, 1915, the Board of Governors of the University of Toronto decided that the Faculty of Education would conduct, in behalf of the Ontario Department of Education, a one year's course for the training of candidates for Ordinary Certificates in Household Science. The course is given in the Household Science Building on Bloor St. This building contains well-equipped and well-ventilated lecture-rooms, laboratories, reading-room, and gymnasium. The instructors are members of the staff of the Faculty of Household Science.

The third session of the course will open September 25, 1917, and close May 31, 1918. The final examinations will be held in May, 1918. Application for admission to the course should be made to the Secretary of the Faculty of Education, University of Toronto, not later than September 25.

BOARD AND LODGING.

Lodging and board are readily obtainable in private boarding houses within convenient distance of the University at a cost of from five dollars per week upwards, for lodging with board; or rooms may be rented at a cost of from one dollar per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding houses is kept by the Secretary of the Faculty of Education, the Secretary of the Young Women's Christian Association, and the Dean of Annesley Hall; students are recommended to consult these officers with reference to the selection of suitable accommodation. In addition the following residences offer suitable accommodation at reasonable rates: Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

PURPOSE.

The special object of the course for the Ordinary certificate in Household Science is to enable the teacher to select and use in the most effective way household duties and interests which shall serve as a means of self-expression, shall correlate the work of the school with the activities of the home, and shall develop a sympathy with household occupations.

TERMS OF ADMISSION.

A candidate for admission to the course for the Ordinary certificate in Household Science should make application on a form to be obtained from the Secretary of the Faculty of Education and should submit with this application:

(1) A certificate from a competent authority that she is a British subject.

(2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(a) A Second-Class or First-Class Public School or an ordinary High School Certificate.

(b) A Kindergarten-Primary or a Kindergarten Director's Certificate together with Normal Entrance or Faculty Entrance Certificates (in full).

COURSE OF STUDY.

The Course of Study for the Ordinary Certificate in Household Science is covered in one college session and includes the following:

PART I.

FOOD AND FOOD PREPARATION.

The manufacture, comparative cost, and nutritive value of food materials.

The scientific principles underlying methods of preparation, and the application of these principles in preparing common food materials. The laboratory work under this heading will include considerable practice, with the purpose of developing skill in handling materials and utensils.

Dietary standards, balanced rations, nutritive requirements in health and disease with special attention to the feeding of infants and growing children, the construction of dietaries, the serving of meals are among the topics discussed.

HOUSEHOLD MANAGEMENT AND HOUSECRAFT.

The care of the house; a study of the cleaning of metals, woods, and textiles (including laundry-work).

Sanitation; the effect of environment on health; the sanitary control of surroundings; the disposal of waste.

The hygienic and artistic furnishing of a house; the cost of furnishing.

Emergencies; bandaging; home care of the sick.

SEWING.

Hand sewing; stitch forms; seams and hems with their applications; darning; patching; simple embroidery.

Use and care of the sewing machine and its attachments.

Use of commercial patterns.

Cutting, fitting and finishing of undergarments and shirtwaists.

METHODS IN HOUSEHOLD SCIENCE.

The aims in teaching Household Science; the scope of Household Science; its relation to other subjects; methods of presenting Household Science to children, etc.; the planning of Household Science courses; discussions relating to equipment; cost of lessons, etc.

ELEMENTARY APPLIED CHEMISTRY.

The chemical nature of foods. There will be a short course of lectures on certain principles of organic chemistry and of biochemistry, necessary for the understanding of the composition of foods and of their physiological value, and elementary lectures and laboratory work on the more important aspects of the composition of foods and the changes which they undergo in digestion, putrefaction, etc. Students in this course will be expected to have a knowledge of elementary inorganic chemistry.

PART II.

Observation and Practice Teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS.

(1) Candidates for Ordinary Certificates shall pass in each of Parts I and II under the following conditions:

(a) PART I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods and Food Preparation (400).

Household Management (200).

Sewing (200).

Elementary Applied Chemistry (200).

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the oral, written, and practical tests given therein throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods and Food Preparation and Household Management, 2 papers each.

Sewing and Elementary Applied Chemistry, 1 paper each.

On each paper in these subjects (except Elementary Applied Chemistry) there will be one or more questions on Methods in Household Science.

The pass standard in Part I shall be 40% of the marks assigned to the sessional records in each subject and 40% of the aggregate marks for each subject and 60% of the aggregate of the marks for the Part.

(b) PART II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and the observation lessons.

(2) Candidates who fail in both Parts or in either Part must repeat the session if they wish to qualify for the Ordinary Certificate.

ATTENDANCE.

(1) Regular and punctual attendance is compulsory.

(2) Students whose class-work shows them to be unduly deficient in scholarship or whose conduct or progress is unsatisfactory may be dismissed from attendance at any time during the session. The names of students found during the first term to be deficient in scholarship will be reported before the Christmas vacation.

(3) On the report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

FEES.

(1) The annual fee, which shall include tuition, laboratory supplies, physical culture, and the use of the library of the Household Science department, shall be \$25.00.

(2) At the beginning of the session, a deposit of \$2.00 will be required in each of the departments of Household Science and Elementary Applied Chemistry. These sums, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Curricula in Music.

Calendar for the Summer Session.

Miscellaneous Curricula.

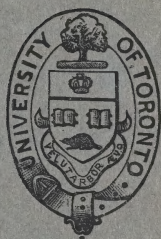
Calendar of the Department of Social Service.

Announcement of the Board of Graduate Studies.

THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION

1918-1919

UNIVERSITY OF TORONTO PRESS

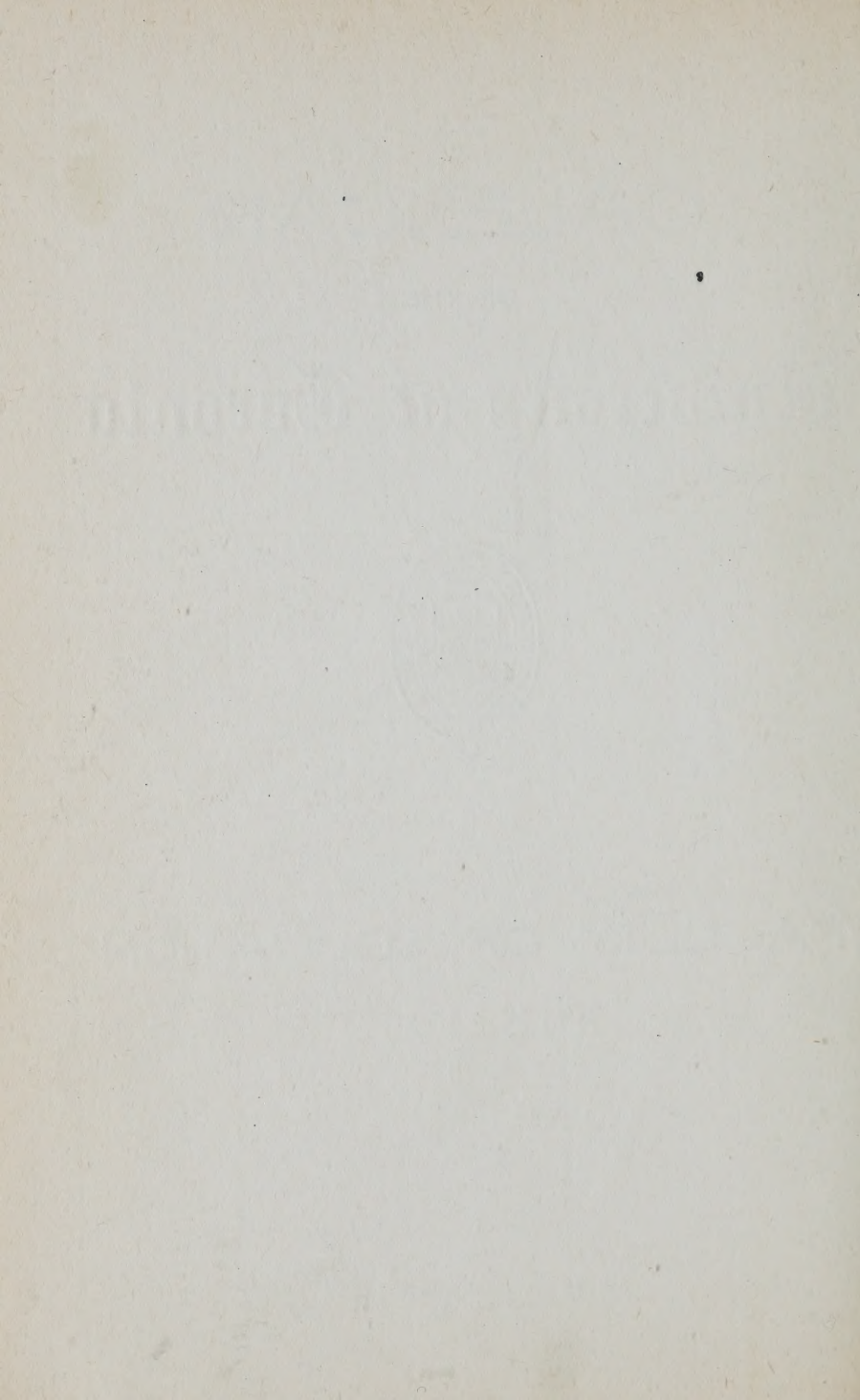
THE
CALENDAR

OF THE

University of Toronto



FACULTY OF EDUCATION
1918-1919



ADMINISTRATIVE OFFICERS.

The University.

<i>President</i>	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., K.C.M.G.
<i>Registrar</i>	JAMES BREBNER, B.A.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, ESQ.
<i>Librarian</i>	HUGH HORNBY LANGTON, M.A.
<i>Physical Director</i>	JAMES WARREN BARTON, M.D.
<i>Superintendents of Buildings and Grounds</i>	{ COLIN GRAHAM CAMPBELL, B.A. ARTHUR D'ORR LE PAN, B.A.Sc.
<i>Manager of University of Toronto Press</i>	RICHARD J. HAMILTON, B.A.

Faculty of Education.

<i>President</i>	ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
<i>Dean</i>	WILLIAM PAKENHAM, B.A.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Faculty of Education should be addressed to the Secretary of the Faculty of Education, Bloor Street, Toronto.

1918

CALENDAR

1918

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	6 13 20 27	Sun.	3 10 17 24	Sun.	3 10 17 24 31	Sun.	7 14 21 28
Mon.	7 14 21 28	Mon.	4 11 18 25	Mon.	4 11 18 25 ..	Mon.	1 8 15 22 29
Tues.	1 8 15 22 29	Tues.	5 12 19 26	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30
Wed.	2 9 16 23 30	Wed.	6 13 20 27	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..
Thur.	3 10 17 24 31	Thur.	7 14 21 28	Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..
Sat.	5 12 19 26 ..	Sat.	2 9 16 23 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..
MAY		JUNE		JULY		AUGUST	
Sun.	5 12 19 26	Sun.	2 9 16 23 30	Sun.	7 14 21 28	Sun.	4 11 18 25
Mon.	6 13 20 27	Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26
Tues.	7 14 21 28	Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27
Wed.	1 8 15 22 29	Wed.	5 12 19 20 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28
Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29
Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30
Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 31
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	1 8 15 22 29	Sun.	6 13 20 27	Sun.	3 10 17 24	Sun.	1 8 15 22 29
Mon.	2 9 16 23 30	Mon.	7 14 21 28	Mon.	4 11 18 25	Mon.	2 9 16 23 30
Tues.	3 10 17 24 ..	Tues.	1 8 15 22 29	Tues.	5 12 19 26	Tues.	3 10 17 24 31
Wed.	4 11 18 25 ..	Wed.	2 9 16 23 30	Wed.	6 13 20 27	Wed.	4 11 18 25 ..
Thur.	5 12 19 26 ..	Thur.	3 10 17 24 31	Thur.	7 14 21 28	Thur.	5 12 19 26 ..
Fri.	6 13 20 27 ..	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29	Fri.	6 13 20 27 ..
Sat.	7 14 21 28 ..	Sat.	5 12 19 26 ..	Sat.	2 9 30 23 30	Sat.	7 14 21 28 ..

1919

CALENDAR

1919

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	5 12 19 26	Sun.	2 9 16 23 ..	Sun.	2 9 16 23 30	Sun.	6 13 20 27
Mon.	6 13 20 27	Mon.	3 10 17 24 ..	Mon.	3 10 17 24 31	Mon.	7 14 21 28
Tues.	7 14 21 28	Tues.	4 11 18 25 ..	Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29
Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..	Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30
Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..	Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..
Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..	Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..
Sat.	4 11 18 25 ..	Sat.	1 8 15 22 ..	Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..
MAY		JUNE		JULY		AUGUST	
Sun.	4 11 18 25	Sun.	1 8 15 22 29	Sun.	6 13 20 27	Sun.	3 10 17 24 31
Mon.	5 12 19 26	Mon.	2 9 16 23 30	Mon.	7 14 21 28	Mon.	4 11 18 25 ..
Tues.	6 13 20 27	Tues.	3 10 17 24 ..	Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..
Wed.	7 14 21 28	Wed.	4 11 18 25 ..	Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..
Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..	Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..
Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29
Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..	Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30 ..
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Sun.	7 14 21 28	Sun.	5 12 19 26	Sun.	2 9 16 23 30	Sun.	7 14 21 28
Mon.	1 8 15 22 29	Mon.	6 13 20 27	Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29
Tues.	2 9 16 23 30	Tues.	7 14 21 28	Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30
Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31
Thur.	4 11 18 25 ..	Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..
Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..
Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..

CALENDAR, 1918-1919.

- 1918—July 2.....Summer Session begins.
Aug. 2.....Summer Session closes.
Oct. 1.....Registration begins.
Oct. 1.....The Opening Address by the President to the
students of all the Faculties at 3 p.m. in Con-
vocation Hall.
Oct. 2.....Opening Lecture at 10 a.m. in the Assembly Hall of
the Faculty of Education.
Oct. 3.....Meeting of Council.
Nov. 7.....Meeting of Council.
Dec. 5.....Meeting of Council.
Dec. 20.....Last day of Lectures. Term ends at 12 noon.
Dec. 20.....Railway certificates issued at 12 noon.
- 1919—Jan. 7.....Easter Term begins.
Jan. 9.....Meeting of Council.
Feb. 6.....Meeting of Council.
Mar. 6.....Meeting of Council.
April 3.....Meeting of Council.
April 18.....Easter Vacation begins.
April 28.....Easter Vacation ends.
May 1.....Meeting of Council.
June 6.....University Commencement.
June 20.....Session closes.

FACULTY OF EDUCATION

1918-1919.

President, ROBERT ALEXANDER FALCONER, M.A., LL.D., D.Litt., K.C.M.G.*Dean*.....WILLIAM PAKENHAM, B.A.*Secretary*.....

HENRY JOB CRAWFORD, B.A.,

Professor of Education, and Headmaster of The University Schools.

135 Glendale Avenue.

PETER SANDIFORD, M.Sc., Ph.D.,

Associate Professor of Education.

22 Hilton Avenue.

FREDERICK ETHBERT COOMBS, M.A.,

Assistant Professor of Methods in Elementary Subjects, and Chief Instructor in Elementary Subjects in The University Schools.

158 Delaware Avenue.

GEORGE AUGUSTUS CORNISH, B.A.,

Assistant Professor of Methods in Science, and Chief Instructor in Science in The University Schools.

38 St. Clair Avenue East.

JOHN THOMAS CRAWFORD, B.A.,

Assistant Professor of Methods in Mathematics, and Chief Instructor in Mathematics in The University Schools.

168 Walmer Road.

WILLIAM CHALMERS FERGUSON, B.A.,

Assistant Professor of Methods in French and German, and Chief Instructor in French and German in The University Schools.

6 Hilton Avenue.

GEORGE MALLORY JONES, B.A.,

Assistant Professor of Methods in English and Chief Instructor in English in The University Schools.

780 Keele Street.

JAMES WARREN BARTON, M.D.,

Instructor in Physical Training.

318 Palmerston Boulevard.

*GEORGE NEVILLE BRAMFITT, B.A.,

Instructor in Music and Instructor in The University Schools.

155 Neville Park Boulevard.

ALEXANDER TOM CRINGAN,

Substitute Instructor in Music.

633 Church Street.

WILLIAM JAMES DUNLOP, B.A.

Lecturer in Elementary Subjects.

32 Palmerston Gardens

SAMUEL WALTER PERRY, B.A.,

Lecturer in Art and Commercial Work, and Chief Instructor in Art and Commercial Subjects in The University Schools.

19 Wells Street.

ALLEN NELSON SCARROW,

Lecturer in Manual Training and Instructor in The University Schools.

150 Delaware Avenue.

*Absent on service in the Canadian Expeditionary Forces.

- JOHN GEORGE ADAMS, B.A.,
Substitute Instructor in The University Schools. 172 Beatrice Street.
- JOHN B. BRENNAN, B.A.,
Supervisor of Observation and Practice-Teaching in Ryerson School.
 583 Dovercourt Road.
- JOHN OLIVER CARLISLE, M.A.,
Instructor in The University Schools. 66 Bröwning Avenue.
- *GEORGE ALTON CLINE, M.A.,
Instructor in The University Schools.
- ERNEST LE ROY DANIHER, B.A.,
Instructor in The University Schools. 26 Page Street.
- HORACE ALEXANDER GRAINGER, B.A.,
Instructor in The University Schools. 199 Howland Avenue.
- FRANK HALBUS, B.A.,
Substitute Instructor in The University Schools.
 262 St. George Street.
- DOUGLAS EWART HAMILTON, M.A.,
Instructor in The University Schools. 2 Dalton Road.
- JOSEPH A. IRWIN,
Instructor in The University Schools. 60 Grace Street.
- JOHN JEFFRIES, B.A.,
Supervisor of Observation and Practice-Teaching in Jarvis Street Collegiate Institute. 14 Oakmount Road.
- HUGH BRYANS KILGOUR, B.A.,
Substitute Instructor in The University Schools. 666 Euclid Avenue.
- WILLIAM J. LOUGHEED, M.A.,
Instructor in The University Schools. 166 Westminster Avenue.
- *HAROLD GORDON MANNING, B.A.,
Instructor in The University Schools. 11 Broadway Avenue.
- NORMAN LESLIE MURCH, B.A.,
Instructor in The University Schools. 1431 Lansdowne Avenue.
- THOMAS M. PORTER,
Instructor in The University Schools. 64 Winchester Street.
- WALTER LAWRENCE CHRISTIE RICHARDSON,
Instructor in The University Schools. 83 Pine Crest Road.
- WALTER H. WILLIAMS, M.A.,
Instructor in The University Schools. 57 Walmsley Boulevard.
- JAMES G. WORKMAN, B.A.,
Instructor in The University Schools. Birch Cliff Post Office.

*Absent on service in the Canadian Expeditionary Forces.

Members of the Staff of Ryerson School who acted as Assistant-Supervisors, 1917-18:

Miss M. W. CASTLE.....	1 Harvie Avenue
Mr. E. E. CAVELL.....	47 Edna Avenue.
Miss R. M. DAVIDSON.....	338 Albany Avenue.
Miss E. M. Hall.....	Weston, Ont.
Miss J. C. HELYAR.....	439 Sackville Street.
Miss K. E. MARTIN.....	26 Summerhill Avenue.
Miss M. L. McLENNAN.....	111 Howland Avenue.
Miss A. F. MITCHELL.....	168 Geoffrey Street.
Miss M. P. RUNDLE.....	697 Spadina Avenue.
Miss E. J. SADLEIR.....	268 Robert Street.
Miss M. P. STEPHEN.....	291 Euclid Avenue.
Miss E. E. I. WARNER.....	55 De Lisle Avenue.
Miss DOROTHY WILSON.....	98 Wells Street.
Miss M. E. WILSON.....	98 Wells Street.
Miss R. E. WRIGHT.....	1 Harvie Avenue.

Members of the Staff of Jarvis Street Collegiate Institute who acted as Assistant-Supervisors, 1917-18:

Mr. A. E. ALLIN, B.A.....	5 Pinewood Avenue.
Mr. C. H. BARNES.....	403 Carlton Street.
Mr. C. L. BARNES, B.A.....	133 Pacific Avenue.
Miss HELEN F. DURIE, B.A.....	306 St. George Street.
Mr. E. J. HALBERT, B.A.....	84 Mavety Street.
Dr. E. A. HARDY, B.A.....	81 Collier Street.
Mr. W. A. JENNINGS, B.A.....	59 Thorold Avenue.
Mr. C. A. MILBURN, B.A.....	97 Willcocks Street.
Mr. W. E. MURDOCH, M.A.....	35 Jackman Avenue.
Miss MARGUERITE O'CONNELL, B.A.....	341 Jarvis Street.
Mr. JOHN SINCLAIR, B.A.....	36 Cowan Avenue.
Miss RUTH SPENCE, B.A.....	554 Spadina Avenue.
Mr. H. B. TAPSCOTT, M.A.....	Weston, Ont.
Miss JANIE THOMAS, M.A.....	92 Balmoral Avenue.

THE FACULTY OF EDUCATION.**GENERAL INFORMATION.**

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and its first session began in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Household Science, and Physical Culture, as First Class teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German; Mathematics, Mathematics and Physics, Science, and Household Science. It also offers courses for the B.Paed., and D.Paed. degrees. The courses of the Faculty of Education are given during the Regular session, the Supplementary Autumn session, and the Summer Session.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary this observation and practice-teaching is supplemented by observation and practice-teaching in city schools in the neighbourhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

BOARD AND LODGING.

Lodging and Board are readily obtained in private boarding-houses within convenient distance of the University at a cost of from five dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar and one-half per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding-houses is

kept by the Secretary of the Faculty of Education, the Secretary of the Young Men's Christian Association of the University, the Secretary of the Young Women's Christian Association, and the Dean of Annesley Hall. Students are recommended to consult these officers with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following residences are also available: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

The Secretary of the Faculty of Education will forward an accredited list of boarding-houses on request. Members of a special committee will meet, and assist students in the selection of boarding-houses.

SUMMER SESSION

The Faculty of Education offers in 1919 for those exempt from attendance, Summer Courses in the subjects of the First Class Grade B examinations. It also offers in 1920 Summer Courses in the Educational Psychology and School Administration of the Courses for Degrees in Pedagogy.

COURSES.

The following courses are offered:

I. Courses for Interim First Class Grade A and Grade B, Ordinary High School, and High School Specialists' certificates, and for Elementary certificates in Physical Culture.

II. Courses for the B.Paed. and D.Paed. degrees.

III. A Course for the Ordinary certificates as teachers of Household Science.

The courses and regulations for Provincial certificates as defined herein are valid only for the year 1918-19.

I.

COURSES FOR INTERIM FIRST CLASS GRADE A, GRADE B, ORDINARY HIGH SCHOOL AND HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

SESSIONS.

1. (1) (a) Enrolment in classes of the Main session will begin Tuesday, October 1st, at 10 a.m., and the instruction will begin October 2nd, at 10 a.m. The Autumn Term will end Friday, December 20th, at 12 noon, and the Easter Term will begin Tuesday, January 7th, at 9 a.m. The Easter vacation will begin Thursday, April 17th, at 12 noon and end at 9 a.m., Tuesday, April 29th. The Main session will end June 20th.

(b) Subject to the approval of the Minister of Education candidates for First Class Grade B or Ordinary High School certificates who are required to re-attend may enter January 7th and remain until the close of the session in June.

(2) Enrolment in the classes of the Supplementary Session will begin Tuesday, October 1st, at 10 a.m., and the instruction will begin October 2nd at 10 a.m. The Supplementary Session will end Friday, December 20th, at 12 noon.

(3) Courses for Interim First Class Grade B, Ordinary High School, and High School Specialists' certificates will be given in the Main Session; courses for First Class Grade A certificates in the Supplementary Session; courses for Elementary certificates in Physical Culture in both the Main and the Supplementary Session.

DUTIES OF STUDENTS.

2. (1) All students are required to review, before the session opens, such Public and High School courses as are the academic bases of their professional courses in the Faculty of Education.

(2) Regular attendance is indispensable, except for such students as are exempt from attendance under the regulations of the Department of Education, and for such other students of the Main session as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in those schools of the Provincial system of Ontario for which their course of training is intended to fit them. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(3) (a) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, will be dismissed from attendance by the Dean at any time during the session. The names of students found to be deficient in scholarship will be reported to the Dean before the Christmas vacation by the Masters in charge of the classes concerned.

(b) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

FEES.

3. (1) (a) The annual fee for the Course for Interim First Class Grade B or Ordinary High School certificates, which includes the library, gymnasium, and examination fees, is \$25.00; that for the course for Interim First Class Grade A certificates is \$15. The fee for the examination in the Course for Interim First Class Grade B or High School Assistants' certificates (with Specialists' certificates) when the examination is not taken during the Main session or when it is taken by students not in attendance, will be \$20.00, or \$5.00 for each of Parts I and III and \$10.00 for Part II, *i.e.*, \$5.00 for Group A and \$5.00 for Group B; that for the examination for Interim First Class Grade A certificates \$10.00, *i.e.*, \$5.00 for Part I and \$5.00 for Part II. The fee for the University diploma will be \$2.00. A deposit of \$1.00 will be required of students who make use of the branch library in the Education building.

(b) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

(c) As the course for the Elementary certificate in Physical Culture is an obligatory part of the course for Interim Ordinary High School certificates and of one of the courses for Interim First Class Grade A certificates, an additional fee is not required.

(2) All students exempt from attendance who are duly registered in the Course for Interim First Class Grade B or Ordinary High School certificates, and who pay a fee of \$10.00 (which will not in this case include the fee for examination) may receive from the staff of the Faculty of Education such guidance in their courses as may be reasonably expected by such students.

(3) Each male student in attendance at the Main Session will be required to contribute \$1 to the maintenance of the Students' Administrative Council.

STUDENT SOCIETIES.

4. Various religious, athletic, literary, and dramatic associations are formed each session. For professional improvement all students are expected to share in the activities of these associations.

APPEALS.

5. The answer papers of the final examinations of all unsuccessful candidates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

A.

COURSE FOR INTERIM FIRST CLASS GRADE B
CERTIFICATES.

PURPOSE.

6. The Course for Interim First Class Grade B certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public and Separate Schools and of Grade C Continuation Schools.

CONDITIONS OF ADMISSION.

7. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim First Class Grade B certificate should make application not later than October 1st, to the Secretary of the Faculty of Education on a form to be obtained from him, and should submit the following with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 18 years of age before October 1, 1918.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Faculty of Education and of the Provincial Schools represented in the certificate for which he is a candidate. See also Section 2 (3) (b).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in the Provincial schools of Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—A violation of this agreement will render the certificate invalid.

(e) A certificate from a competent authority that he is a British subject.

(f) One of the following:

COURSE FOR INTERIM FIRST CLASS GRADE B.

(i) His certificate of graduation as Bachelor or Master of Arts from a British university, after a regular university course approved by the Minister of Education as to standard and as to the content of the undergraduate courses.

(ii) His Senior Teachers' certificate.

(iii) His full certificate for admission into the Faculties of Education.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Faculty of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Faculty of Education, University of Toronto, on an official form to be obtained from the Secretary.

TEXT-BOOKS.

8. The text-books for the academic work are those prescribed for the Public, Separate, and High Schools of Ontario in each subject of the student's course.

Students should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject of the course. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

9. The course of training consists of three Parts as follows:

Part I:

The History of Education, the Science of Education, School Management.

Part II, Group A:

Special Methods in the following subjects of Forms I-V of the Public Schools, and of Grade C Continuation Schools: Spelling, Composition, Grammar, Literature; History; Arithmetic, Algebra, Geometry; Geography, Elementary Science; Latin; and (optional) one of French, German, Greek.

NOTE.—As the methodology of Greek is practically the same as that of Latin and that of German the same as that of French, no special provision will be made herein for courses in methods in Greek and German; but students who take Greek or German will be required to make the necessary applications of methods in Greek and German in the practical work in Observation and Teaching.

COURSE FOR INTERIM FIRST CLASS GRADE B.

Group B:

Writing; Reading; Art; Vocal Music; Physical Culture; Hygiene; Nature Study; Manual Training; Household Science (for women).

Part III:

Observation and practice-teaching in the Kindergarten-primary and Forms I-IV of urban Public Schools and the Lower School of the High Schools, with observation in the Kindergarten, Form V, and ungraded rural Public Schools.

MODIFICATIONS OF COURSE.

10. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of subjects of Part II, Group A, as will suit the conditions of candidates for Provincial certificates who obtained their academic standing in courses which did not include Latin.

(2) Students who hold Provincial professional certificates in Physical Culture, Art, Household Science, Manual Training, Vocal Music, and the Commercial subjects, will take the observation and practice-teaching, but will be exempted from the examinations in said subject or subjects.

(3) Students who have passed in the Manual Training, Household Science, or Writing of the Lower School, or in the Art of the Middle School shall complete, to the satisfaction of the instructor or instructors therein, the methodology, but will be exempted from the extension work of the course or courses concerned.

(4) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, will such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORGANIZATION OF COURSE.

11. (1) The following introductory work will be taken up at the beginning of the session:

(a) About 20 lectures upon the topics *Introduction* and *General Method* in the course of the Science of Education. (See chapters I-III, IV-XVIII of the Ontario Normal School Manual, *The Science of Education*.)

(b) A discussion of the functional value of each of the courses defined herein.

COURSE FOR INTERIM FIRST CLASS GRADE B.

(c) Supervised observation and practice-teaching lessons, at least ten each, in the different grades or forms of the Public and Separate Schools and Lower Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Part II, Group A, will be accompanied by a review, from the academic standpoint, of such portions of the course in each subject in the Group as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation. In the course in the subjects of Part II, Group B, will be included such an extension of the work beyond the limits set by the courses of the Public Schools as time will permit.

(3) In the order and the grouping of the courses in the various subjects, due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as conditions permit, the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The programme of instruction for each class, exclusive of observation and practice-teaching, will require the equivalent of 22 class-periods of 45 minutes each weekly during the session. These lectures will be distributed among the various prescribed courses approximately as follows: History of Education 40, Science of Education 60, School Management 50, Spelling 5, Literature 40, Grammar 40, and Composition 40, Arithmetic 40, Algebra 15, Geometry 15, History 20, Nature Study 30, Elementary Science 20, Geography 25, Latin 25, French 15, Music 30, Manual Training 35, Household Science 35, Reading 30, Art 45, Writing 10, Physical Culture 30, Hygiene 15.

(b) (i) The courses in the Science of Education and School Management will begin at the opening of the session and that in the History of Education in January. These courses will continue until completed.

(ii) The courses in English, Mathematics, Vocal Music, and Physical Culture will begin at the opening of the session and will continue throughout the session.

(iii) The course in Spelling will be completed early in the session. The course in Writing will be supplemented by subsequent practical exercises. The course in Hygiene will begin at the opening of the session and will be completed within the Autumn term. Additional practice in Reading will be given in the Literature course.

(iv) The courses in the other subjects will begin as may be arranged by the Dean and will continue until completed.

COURSE FOR INTERIM FIRST CLASS GRADE B.

(c) The observation work will begin in the third week of the session and the practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 observation lessons and 20 practice-teaching lessons. These numbers will be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING.

12. (1) The Introductory Course defined above will be followed by systematic observation and practice-teaching under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups and the work of observation and practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the student belongs will be present at the discussions on his observation and practice-teaching lessons.

(3) (a) The observation and practice-teaching lessons for each student will be arranged to represent, as far as practicable, the work of the Public and Separate Schools in all subjects and grades, including the Kindergarten-primary, and the work of the Lower Schools of the High Schools. There will also be supervised observation in the Kindergarten and in ungraded rural Public Schools.

(b) Continuous practice-teaching for several periods towards the end of the course will be required, the student being wholly responsible for the management of the class.

(4) Students will be notified of the subject and the scope of the observation lesson, and should prepare the lesson beforehand. After observing the lesson, they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each practice-teaching lesson for submission to the teacher.

(6) (a) Model lessons will be taught by the teachers of the practice schools in accordance with the regular programme of said schools.

(b) The instructors of the Faculty of Education will develop the details of their subject in their teaching order, and after each suitable step will also themselves teach model lessons in special classes and in the practice schools.

(7) (a) The necessary applications of the Science of Education and of special methodology will be made systematically in connection with the observation lessons and the practice-teaching; so that the course may be taken up in terms of the child's mind and growth. Throughout the course, the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

COURSE FOR INTERIM FIRST CLASS GRADE B.

(b) As far as practicable, the instructors in the Faculty of Education will be present at the observation lessons and practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS.

SUBJECTS AND STANDARDS.

13. (1) For examination purposes the courses in Parts I, II, and III, are classified into the following subjects:

Part I: The History of Education, the Science of Education, and School Management.

Part II, Group A: Spelling, Composition, Literature, Grammar, History, Arithmetic, Algebra, Geometry, Geography, Elementary Science, Latin, French.

Part II, Group B: Reading, Writing, Art, Vocal Music, Physical Culture, Hygiene, Nature Study, Manual Training, Household Science (for women).

Part III: Observation; Practice-teaching.

(2) (a) Subject to the conditions prescribed herein the final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and of Groups A and B of Part II, and by the result of the records of the observation and practice-teaching of Part III.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe.

(c) There will be final examinations in the subjects of Parts I and II, on the completion of the course concerned.

(d) At the examinations in Part II, Group A, each paper will contain questions in methodology, based upon the academic subjects which will test the candidate's academic knowledge, and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) (i) With the exception of Spelling and Writing, to each of which 50 marks will be assigned, the maximum marks assigned to each subject in Parts I and II will be 100. In the subjects of Part I and of Part II, Group A, and in the Hygiene of Part II, Group B, a maximum of 40% of the marks will be assigned to the sessional records, and 60% to the final written examination. In the subjects of Part II, Group B, except Hygiene, a maximum of 60% of the marks will be assigned to the sessional records and 40% to the final written examination.

COURSE FOR INTERIM FIRST CLASS GRADE B.

(f) A maximum of 800 marks will be assigned to practice-teaching and of 400 to observation. The standing of students in observation and in practice-teaching will be based upon their records in the lessons following those which form part of the Introductory Courses.

CERTIFICATES.

14. (1) (b) A student who is nineteen years of age before October 1st, 1918, and who obtains 40% of the marks in each subject and 60% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim First Class Grade B certificate.

(b) A student who is not nineteen years of age before October 1st, 1918, and who obtains 40% of the marks in each subject and 60% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim Second Class certificate. After a year's successful experience in the Provincial schools and on the recommendation of the inspector or inspectors concerned, the Interim Second Class certificate may, on application to the Minister of Education, be exchanged for an Interim First Class Grade B certificate.

(2) A student who fails to obtain a First Class Grade B certificate, but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, may, on the recommendation of the examiners, be granted by the Minister of Education an Interim Second Class certificate and be exempted during a period of two years from further attendance at a Faculty of Education in order to obtain a First Class Grade B certificate.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at a Faculty of Education as provided in (2) above, may take, and must complete within two years, the examination or examinations in the Part or Parts in which they failed.

(ii) Candidates who hold Permanent Second Class certificates with the academic standing required for admission to the Faculties of Education and who submit certificates of at least three years' successful experience from the Public or Separate School inspectors under whom they

CERTIFICATES FOR INTERIM FIRST CLASS GRADE B.

have taught during that period, will be exempted from attendance, but will take the final examinations prescribed for Parts I and II, Group A and B, and must also satisfy the examiners by practical tests of their ability to teach the subjects of Form V of the Public Schools and of Grade C Continuation Schools.

(iii) Candidates who failed at an examination for First Class certificates under regulations in force before 1917-18, and who were exempted from subsequent attendance at a Faculty of Education, will take, not later than a date determined in each case by the Minister of Education, the final examinations as prescribed herein for Parts I and II, Groups A and B, one or both, as the case may be, but their standing will be determined in the Part or Parts as constituted under the regulations in force when they first wrote.

(iv) Candidates who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other provinces or countries and who are required to write on the final examinations of the Faculties of Education, will take all final examinations in the subjects of Parts I and II, Groups A and B, and will also satisfy the examiners by teaching and other tests that they are competent for the work in Part II.

(b) (i) The pass standard for all candidates exempt from attendance will be 40% of the marks for each subject and 60% of the aggregate of marks in each of Parts I, II, Group A, and II, Group B, and 60% in the Teaching of Part III.

(ii) No allowance will be made for former sessional work, if any, in the case of candidates not in attendance.

(iii) The final examinations in Reading, Vocal Music, and Physical Culture for students exempt from attendance will include written tests, and also practical tests, to each of which 60 marks will be assigned. In Writing and in Spelling, students exempt from attendance must pass examinations which will test their academic as well as professional competency.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part III at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Parts I and II in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examinations of candidates in attendance.

CERTIFICATE FOR INTERIM FIRST CLASS GRADE B.

(ii) Candidates exempt from attendance may take their written examination in Parts I and II at Toronto or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Vocal Music, Physical Culture, and Teaching at Toronto.

DIPLOMAS.

15. Successful candidates who are awarded Interim First Class Grade B certificates by the Minister of Education, and such other successful candidates as were admitted to the course under Section 7 (2) may be awarded University diplomas.

B.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL
CERTIFICATES.**PURPOSE.**

16. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B and in High Schools.

CONDITIONS OF ADMISSION.

17. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School certificate should make application not later than October 1st, to the Secretary of the Faculty of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1918.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Faculty of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3) (b).)

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in the Provincial schools of Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—A violation of this agreement will render the certificate invalid.

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts from a British university, after a regular university course approved by the Minister of Education as to standard and as to content of the undergraduate courses.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Con.*

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Faculty of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Faculty of Education, University of Toronto, on an official form to be obtained from the Secretary.

TEXT-BOOKS.

18. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject. In certain cases, especially in the courses in methods, the instructor may require additional or alternative text-books. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

19. The course of training for Interim Ordinary High School certificates consists of three Parts as follows:

Part I: The History of Education, the Science of Education, School Management.

Part II, Group A: Grammar, Literature, Composition; History; Arithmetic, Algebra, Geometry; Geography; Latin; and any one of the following: French, German, Greek, Science (Physics, Chemistry, Biology).

Part II, Group B: Reading, Physical Culture, Hygiene, Vocal Music (optional).

Part III: Observation and Practice-teaching in the Lower and Middle Schools of the High Schools, with observation in the Upper School of the High Schools.

MODIFICATION OF COURSES.

20. Students who hold Provincial professional certificates in Physical Culture will be exempted from the examinations thereon but will take the Observation and Practice-teaching therefor.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.***ORGANIZATION OF COURSES.**

21. (1) The following introductory work will be taken up at the beginning of the session.

(a) Not more than 20 lectures upon the topics Introduction and General Method in the course in the Science of Education.

(b) A discussion of the functional value of each of the courses defined herein.

(c) Supervised Observation and Practice lessons, at least ten each, in the different grades or form of the Lower and Middle Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Part II, Group A, will be accompanied by a review from the academic stand-point of such portions of each subject in the Group as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation. The courses in the Reading, Physical Culture, and Vocal Music of Part II, Group B, will include academic instruction in these subjects as well as their methodology.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The programme of instruction, exclusive of Observation and Practice-teaching, will require about 20 lectures of 45 minutes each, weekly, during the session. These lectures will be distributed among the various prescribed courses approximately as follows: History of Education 50, Science of Education 70, School Management 50, English 90, Mathematics 90, Reading 20, History 15, Geography 15, Latin 35, French 30, German 25, Greek 25, Science 50, Physical Culture 100, Hygiene 15, Vocal Music 30.

(b) (i) The courses in the Science of Education and School Management will begin at the opening of the session, that in the History of Education in January. These courses will continue until completed.

(ii) The courses in Mathematics, English, Physical Culture, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 Observation lessons and 20 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.***OBSERVATION AND PRACTICE-TEACHING.**

22. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups, and the work of Observation and Practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the teacher-in-training belongs will be present at the discussion on his Observation and Practice-teaching lessons.

(3) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods towards the end of the course will be required, the students being wholly responsible for the management of the classes.

(4) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(6) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The instructors of the Faculty of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(7) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course, the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the instructors of the Faculty of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS.

23. (1) For examination purposes the courses are classified into the following subjects:

Part I: The History of Education, the Science of Education, and School Management.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

Part II, Group A: Literature, Grammar, Composition, History, Arithmetic, Algebra, Geometry, Geography, Latin, Science, French, German, Greek.

Part II, Group B: Reading, Physical Culture, Hygiene, Vocal Music.

Part III: Observation, Practice-teaching.

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II, and by the result of the records of the Observation and Practice-teaching of Part III.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe.

(c) There will be final examinations in the subjects of Parts I and II on the completion of the course concerned.

(d) At the examinations in Part II, Group A, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to subjects in Parts I and II will be 100. In all subjects except Reading, Physical Culture, and Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Reading, Physical Culture, and Vocal Music, a maximum of 60% of the marks will be assigned to the sessional records and 40% to the final written examinations. The marks assigned to Physical Culture for the purpose of the course for Elementary certificates in Physical Culture are given on page 00.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES.

24. (1) A student who obtains 40% of the marks in each subject of Parts I and II and 60% of the aggregate of the marks in each of Parts I, II, Group A; and II, Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School certificate.

(2) A student who fails to obtain an Interim Ordinary High School certificate, but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, will be exempted by the Minister of Education during a period of two years from attendance at a Faculty of Education in order to obtain an Interim Ordinary High School certificate.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at a Faculty of Education, as provided in (2) above, may take, and must complete within two years, the examination or examinations in the Part or Parts in which they failed. At the expiry of two years all rights as to exemption from attendance under (2) above and all credits for Parts taken are cancelled.

(ii) Candidates who failed at an examination under Regulations in force prior to 1917-18 and who were exempted from subsequent attendance at a Faculty of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers prescribed in Parts I and II, one or both, as the case may be, but their standing will be determined in the Part or Parts as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Faculties of Education will take the prescribed final examinations in the subjects of Parts I and II, and will also satisfy the examiners by teaching and other tests that they are competent for the work of Part II.

(b) (i) The pass standard for candidates exempt from attendance will be 40% of the marks in each subject of Parts I and II, and 60% of the aggregate of marks in each of Parts I, II, Group A, and II, Group B, and 60% in the teaching of Part III.

(ii) No allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(iii) The final examinations in Reading, Physical Culture, and Vocal Music for students exempt from attendance, will include both a practical and a written test, 40 marks being assigned to the written test and 60 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part III at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part II in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Parts I and II at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Physical Culture, Vocal Music, and Teaching at Toronto.

COURSES FOR INTERIM FIRST CLASS GRADE A—*Cont.*

(5) The conditions under which Elementary certificates in Physical Culture will be awarded are defined on .

DIPLOMAS.

25. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 17 (2) may be awarded University diplomas.

C.
COURSES FOR INTERIM FIRST CLASS GRADE A
CERTIFICATES.

PURPOSE.

26. (1) (a). Course I for Interim First Class Grade A certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public and Separate Schools, and of Grade C Continuation Schools.

(b) Course II for Interim First Class Grade A certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of Grade B Continuation Schools. Course II also prepares candidates for the Elementary certificate in Physical Culture.

CONDITIONS OF ADMISSION.

27. An applicant for admission to a course for an Interim First Class Grade A certificate should make application not later than October 1st to the Secretary of the Faculty of Education on a form to be obtained from him, and should submit with his application:

(a) His Ordinary High School or High School Specialist's certificate if he is an applicant for admission to Course I.

(b) His First Class Grade B or First Class certificate if he is an applicant for admission to Course II.

TEXT-BOOKS.

28. The text-books for the academic review are those prescribed for the Public, Separate, and High Schools of Ontario in each subject of the student's course.

Students should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject of the course. Reference books, source books, and encyclopædias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

29. Two courses of training are offered:

Course I.

Part I: School Management; Literature, Composition, History; Arithmetic; Geography, Nature Study, Elementary Science (if not already taken).

COURSES FOR INTERIM FIRST CLASS GRADE A—Cont.

Part II: Writing, Reading, Spelling, Vocal Music, Art, Manual Training, Household Science (for women).

Part III: Observation in the Kindergarten, and Observation and Practice-teaching in Forms I-IV of urban Public Schools, including the Kindergarten Primary.

Course II.

Part I: School Management; Literature, Composition, History; Algebra, Geometry; Latin; any one of French, German, Greek, Science (Physics, Chemistry, Biology).

Part II: Physical Culture.

(The course in Physical Culture will supplement the course in that subject for candidates for First Class Grade B certificates at the Main Session and will lead to an Elementary certificate in the subject).

Part III: Observation and Practice-teaching in the Lower and Middle Schools of the High Schools with Observation in the Upper Schools of the High Schools.

MODIFICATIONS OF COURSES.

30. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of subjects as will suit the conditions of candidates in Course II who obtained their academic standing in courses which did not include Latin.

(2) Students who hold Provincial professional certificates in Physical Culture, Art, Household Science, Manual Training, or Vocal Music may be exempted from the courses and examinations in said subject or subjects, but will take the Observation and Practice-teaching in the subject or subjects concerned.

(3) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, will such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORGANIZATION OF COURSES.

31. (1) The instruction in the special methodology of the subjects of both courses will be accompanied by a review of such subjects from the academic standpoint. This review will be limited to such portions of the courses in each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

COURSES FOR INTERIM FIRST CLASS GRADE A—*Cont.*

(2) In the order and grouping of the courses in the various subjects, due regard will be had to the character of each subject and to its correlations with other subjects.

(3) The programme of instruction for each class in each course will require approximately 22 lesson-periods of 45 minutes each weekly during the session. These lesson-periods will be distributed among the various subjects of Course I approximately as follows: School Management 5, Spelling 5, Reading 20, Literature 15, Composition 15, History 5, Arithmetic 20, Geography 10, Nature Study 15, Elementary Science 10, Music 20, Writing 5, Art 35, Manual Training 20, Household Science (for women) 20.

In Course II they will be distributed approximately as follows: School Management 15, Literature 25, Composition 20, History 10, Algebra 15, Geometry 15, Latin 15, Science (Physics, Chemistry, Biology) 30, French 25, German 25, Greek 15, Physical Culture 75.

(4) The courses in Music and Physical Culture will continue throughout the session; those in the other subjects will be taken, so far as practicable, in correlation with the Observation and Practice-teaching, and will continue until completed.

(5) The Observation work will begin in the second week of the session and the Practice-teaching in the fourth week. The programme of instruction will include for each student at least 25 Observation lessons and 15 Practice-teaching lessons. These numbers will be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING.

32. (1) So far as practicable the Observation and Practice-teaching of Course I will be subject to the same general regulations and conditions as are prescribed for the Observation and Practice-teaching of the course for the Interim First Class Grade B certificate (see p. 00).

(2) So far as practicable the Observation and Practice-teaching of Course II will be subject to the same general regulations and conditions as are prescribed for the Observation and Practice-teaching of the course for the Interim Ordinary High School certificate (see p. 00).

EXAMINATIONS.

33. (1) For purposes of examination Course I is classified into the following subjects:

Part I: School Management, Literature, Composition, History, Arithmetic, Geography, Nature Study, Elementary Science.

Part II: Writing, Reading, Spelling, Vocal Music, Art, Manual Training, Household Science (for women).

COURSES FOR INTERIM FIRST CLASS GRADE A—*Cont.*

Part III: Observation; Practice-teaching.

For purposes of examination Course II is classified into the following subjects:

Part I: School Management, Literature, Composition, History, Algebra, Geometry, Latin, Science (Physics, Chemistry, Biology), French, German, Greek.

Part II: Physical Culture.

Part III: Observation; Practice-teaching.

(2) (a) The final standing of students will be determined by the result of the records of the Observation and Practice-teaching of Part III, and by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe.

(c) There will be final examinations in the subjects of Parts I and II at the completion of the course concerned.

(d) (i) The maximum marks assigned to each subject in Parts I and II will be 100. In all subjects except Music, Art, Manual Training, and Household Science, 40% of the marks will be assigned to the sessional records and 60% of the marks to the final written examinations. In Music, Art, Manual Training, and Household Science, 60% of the marks will be assigned to the sessional records and 40% to the final written examinations. The marks assigned to Physical Culture for the purpose of the course for the Elementary certificate in Physical Culture are given on page 40.

(ii) A maximum of 600 marks will be assigned to Practice-teaching and of 300 to Observation.

CERTIFICATES.

34. (1) A student who obtains 40% of the marks in each subject of Parts I and II and 60% of the aggregate of the marks in each Part, and in each of the divisions of Part III may, on the recommendation of the examiners, be granted by the Minister of Education an Interim First Class Grade A certificate.

(2) A student who fails to obtain an Interim First Class Grade A certificate but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of marks in each of Parts I and II will be exempted, during a period of two years, from attendance at a Faculty of Education in order to obtain an Interim First Class Grade A certificate.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another supplementary session.

CLASSES FOR INTERIM FIRST CLASS GRADE A—*Cont.*

(4) (a) (i) Candidates for Interim First Class Grade A certificates who are exempted from attendance at a Faculty of Education as provided in (2) above, must complete within two years the examination in which they failed.

(ii) Candidates who hold First Class Grade B certificates or First Class certificates under former Regulations, and who have taught successfully for at least three years in a Continuation School, or a Form V of a Public or Separate School of at least two teachers, as certified by the inspectors concerned and approved by the Minister, will be exempted from attendance, but will take the examinations prescribed for Part I of Course II, and must also satisfy the examiners by practical tests of their ability to teach the subjects of Grade B Continuation Schools or of the Middle School of the High Schools.

(b) (i) The pass standard for students exempt from attendance will be 40% of the marks in each subject and 60% of the aggregate of marks in each Part.

(ii) In the case of candidates not in attendance no allowance will be made for sessional work, if any, in any subject and no examinations will be held in Physical Culture.

(iii) The final examinations in Music for students exempt from attendance will include a practical test to which 60% of the marks for the subject will be assigned, and also a written test.

(c) (i) Candidates exempt from attendance shall take their examinations in December on dates to be determined by the examiners, or in part, in December and, in part, at such times during the session as are set apart for the examination of candidates in attendance.

(ii) Candidates exempt from attendance may take their written examinations at Toronto or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Music at Toronto.

(5) The conditions under which Elementary certificates in Physical Culture will be awarded are defined on pages 39, 40.

D.

COURSES FOR HIGH SCHOOL SPECIALISTS'
CERTIFICATES.

PURPOSE.

35. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the Lower, Middle, and Upper Schools of the High Schools and Collegiate Institutes, in certain departments or subjects of the course of said Lower, Middle, and Upper Schools.

CONDITIONS OF ADMISSION.

36. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School certificates. No candidate will be awarded an Interim High School Specialists' certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate, who holds an Ordinary High School certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

COURSES.

37. (1) Courses will be offered for Interim High School Specialists' certificates in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.***TEXT-BOOKS.**

38. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Faculty of Education.

EXAMINATIONS.**Subjects and Standards.**

39. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records of the final examinations in the same department or subject. The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the Main session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES.

40. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who have obtained 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and who have obtained 60% of the marks assigned to the Observation and the Practice-teaching, respectively, in the specialist department.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the Main session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting High or Continuation School Inspector certifies, after due notification to such Inspector of the candidate's intention to take the next ensuing written examination for a specialist's certificate.

E.

COURSE FOR ELEMENTARY CERTIFICATE IN
PHYSICAL CULTURE.**PURPOSE.**

41. The course for the Elementary certificate in Physical Culture prepares candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION.

42. (1) Students who have been admitted to the course for Interim Ordinary High School certificates will take also the course for the Elementary certificate in Physical Culture.

(2) Students who hold First Class Grade B certificates or First Class certificates under former regulations and who have been admitted to the Supplementary course for First Class Grade A certificates will take also the course for the Elementary certificate in Physical Culture.

SESSION.

43. (1) For students in the course for Interim Ordinary High School certificates the course for Elementary certificates in Physical Culture continues throughout the Main session.

(2) For students in Course II of the courses for Interim First Class Grade A certificates the course for Elementary certificates in Physical Culture will continue throughout the Supplementary session.

TEXT-BOOKS.

44. Students in the course for Elementary certificates in Physical Culture will supply themselves with such text-books as may be recommended by the instructors from the list given under the details of that subject.

PROGRAMME OF STUDIES.

45. The details of the contents of the course for Elementary certificates in Physical Culture are to be found on pages 00 and 00.

EXAMINATIONS.

46. The final standing of candidates for the Elementary certificate in Physical Culture will be determined by the results of the sessional work, final practical tests, and written examinations. The sessional work will be allotted a maximum of 200 marks apportioned as follows: FOR WOMEN:

COURSE FOR ELEMENTARY CERTIFICATE IN PHYSICAL CULTURE.

Calisthenics 100, Apparatus work 25, Games and Military Drill 50, Swimming 25. FOR MEN: Calisthenics 50, Apparatus work 100, Indoor Games and Athletics 25, Swimming 25. The final practical tests will be allotted a maximum of 400 marks apportioned as follows: FOR WOMEN: Calisthenics 200, Apparatus work 50, Games and Military Drill 100, Swimming 50. FOR MEN: Calisthenics 100, Apparatus work 200, Indoor Games and Athletics 50, Swimming 50. The final written examination will consist of two papers or subjects: (a) Anatomy; (b) Physiology and First Aid, to each of these 100 marks will be allotted.

CERTIFICATES.

47. (1) On the recommendation of the examiners the Minister of Education may award an Elementary certificate in Physical Culture to the student in the course for an Interim Ordinary High School certificate or the course for an Interim First Class Grade A certificate (Course II) provided that said student is awarded an Interim Ordinary High School or Interim First Class Grade A certificate and obtains in Physical Culture a minimum of 40% of the aggregate of marks for the sessional work, and also for each subject of the final written examination, 60% of the aggregate of marks for the final practical tests, and 60% of the aggregate of marks for the final written examinations.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) Elementary certificates in Physical Culture will not be granted to candidates who are not also in regular attendance in the courses for Interim Ordinary High Schools or Interim First Class Grade A (Course II) certificates.

(c) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners the Minister of Education may award Elementary certificates in Physical Culture to the students in Course II for Interim First Class Grade A certificates who fail in said course but who pass in the course for Elementary certificates in Physical Culture.

DETAILS OF COURSES.

FOR FIRST CLASS GRADE B, ORDINARY HIGH SCHOOL, FIRST CLASS GRADE A, HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

48. (1) The details given below include a statement of the contents of each of the subjects of the courses for Interim First Class Grade B, Ordinary High School, First Class Grade A, and High School Specialists' certificates, and Elementary certificates in Physical Culture. (2) The lists given below contain the names of books available for reference in the library of the Faculty of Education. From time to time the instructors will give directions as to the use of these reference books. All candidates for Interim First Class Grade B, First Class Grade A, and Ordinary High School certificates, however, should supply themselves with copies of the books whose titles appear in italics. In certain cases where the book in italics is limited in the main to the work of primary education, candidates for Interim Ordinary High School and Interim First Class Grade A certificates will be recommended to supply themselves with additional or special books. The instructors concerned will make known the textbooks to be used in the courses for Interim Specialists' certificates and Elementary certificates in Physical Culture.

PART I.

HISTORY OF EDUCATION.

49. (1) Candidates for First Class Grade B and Ordinary High School certificates will take the course outlined below; the course for the former certificate will emphasize those topics that relate specially to the Elementary Schools and that for the latter, to the Secondary Schools, the course for the latter to be also of a more advanced character.

(2) The following are the main topics of the course:

A. A very brief discussion of the following topics: evolution of education in primitive society; oriental education; educational ideals of eastern and western nations compared; Greek life and civilization; old Greek education with Spartan education as its type; new Greek education with Athenian education as its type; the sophists and the great educational theorists, Socrates, Plato, and Aristotle; the idea of a liberal education; Roman life and civilization; Roman educational ideals and practices contrasted with those of Greece; great educational theorists, Cicero and Quintilian; the idea of a practical education; the education of the monastery and the castle; education in Charlemagne's empire and in England and Ireland; scholasticism and the rise of the universities; the Renaissance and the rise of humanism; educational significance of the Renaissance; the work of Petrarch, Vittorino da Feltre, Erasmus, Melancthon, Ascham, and Sturm; Luther and elementary education; the Jesuits and the Teaching Orders; realism and science in education; types of education represented by Montaigne, Milton, Locke, and by Bacon, Ratke, and Comenius.

DETAILS OF COURSES—PART I.

B. A discussion of the following topics from the standpoint of their relation to present-day educational problems and practice: education according to nature; development of the new ideal in Rousseau; the psychological ideal in education as represented in the work of Pestalozzi, Herbart, and Froebel; the scientific movement as represented by Spencer; the present movement in education for social efficiency.

C. A brief survey of the development of public education in Great Britain, the United States, and Ontario.

D. A discussion of present-day tendencies in educational administration and organization in Ontario.

Books of Reference:

Adamson: *Pioneers of Education.*

Monroe: *A Brief Course in the History of Education.*

Ontario Normal School Manual: History of Education.

Parker: *History of Modern Elementary Education.*

SCIENCE OF EDUCATION.

50. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, CI, II, III, V, D, and E; candidates for Interim Ordinary High School certificates will take sections A, B, CI, II, IV, V, D, E, and either F or G.

(2) The following are the main topics of the course:

A. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

B. *General Method.*—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

C. *Educational Psychology*—

I. The original nature of man, including a study of heredity, instinct, and capacities.

II. The psychology of the learning processes, including the study of habit, rates of learning, practice, fatigue, memory, etc.

III. The psychology of typical elementary school branches: reading, writing, spelling, and arithmetic; standard scales for their measurement.

IV. The psychology of typical high school branches: geometry, algebra, foreign languages, and art; standard scales for their measurement.

V. Intelligence, its nature and measurement, including a study of the Binet-Simon tests and those which correlate highly with general intelligence; individual differences in intelligence.

D. *Child Study.*—The aims, methods, and results of child study.

E. *Principles of Education.*—The nature and aims of education; the control of education by the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

DETAILS OF COURSES—PART I.

F. Educational Classics.—The study in class of certain educational classics selected from the following list: Quintilian, *De Oratore*; Vergerius, *De Ingeniis Moribus*; Milton, *Tractate on Education*; Locke, *Some Thoughts Concerning Education*; Rousseau, *Emile*; Pestalozzi, *How Gertrude Teaches Her Children*; Herbart, *The Science of Education*; Froebel, *The Education of Man*; Spencer, *Education—Intellectual, Moral and Physical*; Dewey, *Democracy and Education*.

G. Education according to the Utopias: The study in class of certain utopias selected from the following: Plato, *Republic*; More, *Utopia*; Bacon, *New Atlantis*; Morris, *News from Nowhere*; Wells, *A Modern Utopia*; Wells, *New Worlds for Old*.

Books of Reference:

Dewey: *Democracy and Education*.

Drummond: *The Child*.

James: *Talks to Teachers on Psychology*.

Judd: *Psychology*.

Kirkpatrick: *Fundamentals of Child Study*.

McDougall: *Psychology*.

Ontario Normal School Manual: *The Science of Education*.

Pintner and Paterson: *A Scale of Performance Tests*.

Raymont: *Principles of Education*.

Ruediger: *Principles of Education*.

Sandiford: *Mental and Physical Life of School Children*.

Terman: *The Measurement of Intelligence*.

Thorndike: *Education—a First Book*.

SCHOOL MANAGEMENT.

51. (1) Candidates for First Class Grade B certificates will take sections A₁ and B. In this case the discussion of the topics in section B will have reference to Public and Separate, and Grade C Continuation Schools.

Candidates for Ordinary High School certificates will take sections A and B. In this case the discussion of the topics in section B will have reference to High and Continuation Schools.

For both classes of students the discussion of the topics in section A will be very brief.

Candidates for First Class Grade A certificates will take section B. In this case the instruction in section B will have reference to the types of schools represented in the course in which the candidates are registered.

(2) The following are the main topics of the course:

A. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

DETAILS OF COURSES—PART I.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

B. School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations in so far as they refer to the duties of school boards, teachers, and pupils. This will be understood to include in addition the following: Public School Act, sects. 6, 7, 8, 9, 49-54, 59, 63, 66, 70-88, 101, 113, 116; Department of Education Act, sect. 28; Instructions 12, 13.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bagley: *Class Management.*

Landon: *Principles and Practice of Teaching and School Management.*

White: *School Management.*

DETAILS OF COURSES—PART II.

PART II.

SPECIAL METHODS.

41. Having due regard to the certificate for which each student may be a candidate, the courses in Special Methods are intended to prepare him for his observation and practice-teaching in the various practice-schools of the Faculty of Education and for his subsequent teaching in the schools of Ontario, by leading him to adjust his work in each subject to the principles of General Method. To this end each course in Special Method will be introduced by a few lectures on the application of the principles of General Method to the teaching of the special subject. The lectures which follow will deal with the topics that appear under each subject below, and in particular with the selection and organization of the subject-matter of said subject for the various Public and Separate, Continuation, or High School forms and grades, as the case may be. In the illustration of the methodology those topics of the school courses which are most difficult of presentation will be emphasized. The principle of the correlation of studies will be one of the most important topics in each of the courses in methods. The lecturers will have always in view the provisions of the Ontario Public and Separate, Continuation, and High School courses of study.

READING.

42. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, C, and D; candidates for Interim First Class Grade A certificates (Course I) will take section B; candidates for Interim Ordinary High School certificates will take sections A, C and D.

(2) The following are the main topics of the course:

A. Introductory: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; a brief synopsis of the history of reading; the problems of reading as exemplified through present-day investigations.

B. The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The problem of primary reading; the various methods of teaching beginners to read; merits and defects of each; the combination method as outlined in the primary reading manual; devices for securing rapid word-recognition and for fixing attention upon the thought and feeling as well as upon word forms.

DETAILS OF COURSES—PART II.

C. The nature and function of silent reading; methods of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

D. Practice; voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, *e.g.*, "The Courtis Standard Test in Reading".

Books of Reference:

Public School Manual: Primary Reading.

Ontario High School Reader.

Huey: *Psychology and Pedagogy of Reading.*

LITERATURE.

43. (1) Candidates for Interim First Class Grade B certificates will take section A, and section B as far as applicable to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take section A; candidates for Interim First Class Grade A certificates (Course II) will take section C; candidates for Interim Ordinary High School certificates will take section B.

(2) The following are the main topics of the course:

A. The standards of good literature; the selection of subject matter; the extensive and intensive study of literature; the importance and the method of memorizing selections; the methods of using the *Golden Rule Books*.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; final synthesis; final reading of the selection; the necessity for some form of self-expression; common faults on the part of both pupil and teacher and their correction; criticism by teacher and pupils.

Examinations: Difficulties of examining in literature; specimen examination questions and discussion of their suitability.

B. The standards of good literature; its value in the High School course; the principles followed in Ontario and elsewhere in arranging literature courses for Continuation and High Schools; books suitable for intensive study in the various forms or grades of the Lower and Middle School; class

DETAILS OF COURSES—PART II.

treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; High School examinations in literature; supplementary reading in the High School, its importance, selection of books, testing of reading.

C. A review of the course outlined in Section B with special reference to the teaching of literature in the Middle School.

Books of Reference.

Public School Manuals: Literature, The Golden Rule Books.

MacClintock: Literature in the Elementary School.

Arlo Bates: Talks on the Teaching of Literature.

Bolenius: Teaching Literature in the Grammar Grades and the High School.

Carpenter, Baker, and Scott: The Teaching of English.

Chubb: The Teaching of English.

GRAMMAR.

44. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, and C; candidates for Interim Ordinary High School certificates will take sections A and C.

(2) The following are the main topics of the course:

A. Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

B. Stages and Methods: The sentence; value of function; the parts of speech; their classification; inflection, use and value of the remaining inflections, substitutes for inflection; rules of syntax, their value; treatment of false syntax; use of grammatical terminology; definitions, their value, how to be applied; analysis and parsing; aim and value of elementary etymology, the derivation and composition of words. Methods of dealing with the above topics in the first presentation and in review on Forms IV-V of the Public School and in Grade C Continuation Schools.

C. Consideration of the content and value of the course in grammar in Continuation and High Schools: The work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; advantages and limitations of the inductive method in teaching grammar in Continuation and High Schools; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

Books of Reference:

Public School Manual: Grammar.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

DETAILS OF COURSES—PART II.

COMPOSITION.

45. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, and also C as far as it refers to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take section B; candidates for Interim First Class Grade A certificates (Course II) will take section D; candidates for Interim Ordinary High School certificates will take sections A, C, and B so far as applicable to High School work.

(2) The following are the main topics of the course:

A. Introductory: The value of language training; the constructive and the interpretative phases of the study of English; present-day tendencies in the teaching of composition.

B. Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

C. The principles to be followed in arranging a High School course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the High School course; importance of oral composition; sources of material; class procedure.

D. A review of the course outlined in section C with special reference to the teaching of composition in the Middle School of the High School.

Books of Reference:

Public School Manual: Composition and Spelling.

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

SPELLING

46. (1) Candidates for First Class Grade B and First Class Grade A (Course I) certificates will take the course in Spelling.

DETAILS OF COURSES—PART II.

(2) The following are the main topics of the course:

Introductory: The problem of spelling; a brief historical study of spelling to note (a) its varying relationships to the other subjects of the curriculum, (b) the changes in content, and (c) the improvement in method; a summary of the reports of recent investigations in the subject of spelling.

Materials: General principles of selection of material for spelling; different bases for grouping words for the purpose of spelling; number of words per lesson; the place and relative value of other subjects; the spelling book, grade lists, class lists, and individual lists in providing material for the spelling lesson.

Lesson Procedure: Assignment; necessity for the close association of meaning, pronunciation, and form in spelling; how the meaning of the word should be developed; various devices for impressing the form of the word, e.g., visualization, oral spelling, transcription, syllabication, word-building, word-grouping, etc.

Tests: Relative merits and defects of the oral and the written tests.

Detection of errors: Relative merits and defects of the following means: by teacher, self-detection, by monitors, one pupil examines the work of another pupil.

Correction of errors; causes of incorrect spelling; the common types of error; prevention *versus* correction; methods of correcting errors.

The use of dictionaries.

Spelling tests, e.g., The Courtis Standard Test in Spelling.

Practical exercises in Spelling.

Books of Reference:

Public School Manual: Composition and Spelling.

Suzzallo: *The Teaching of Spelling.*

Annandale: *The Concise Imperial Dictionary.*

HISTORY.

47. (1) Candidates for Interim First Class Grade B certificates will take section A, and Section B as far as it refers to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take Section A; candidates for Interim First Class Grade A certificates (Course II) will take section C; candidates for Interim Ordinary High School certificates will take Section B.

(2) The following are the main topics of the course:

A. Introductory: The scope of history; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important.

Stages and Methods: The picture and story stage; the information stage, an introduction to history proper with emphasis on biographical and social aspects; the reflective stage; the study of causal relations and of the origin, development, and inner life of institutions.

DETAILS OF COURSES—PART II.

The recitation, its forms and purpose; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; oral and written work; use of pictures, maps, readers, source books, text-books, and current journals and periodicals.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:

History of aborigines; current history; history of pioneers; local history. Characteristics of peoples.

Biography: Selection of suitable biographies for pupils of different grades.

Epochs: Systematic chronological study of history.

Civics.

Supplementary material: Significance and value of the flag. The causes and significance of the present great war.

Illustration of the methods of conducting instruction in history in lessons on topics selected from British and Canadian history as prescribed for the Public Schools and Grade C Continuation Schools.

B. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

C. A review of the course outlined in Section B with special reference to the teaching of Middle School history.

Books of Reference:

Public School Manual: History.

Bourne: The Teaching of History and Civics.

Johnson: The Teaching of History.

MacPherson: Visual Aids in the Teaching of History.

The Committee of Seven: The Study of History in Schools.

SEMINAR IN ENGLISH AND HISTORY.

48. (1) In addition to the courses in English and History for Interim Ordinary High School certificates, students in attendance who are candidates for Interim High School Specialists' certificates in English and History or in Moderns and History will take the seminar in English and History.

(2) The following are the main topics for discussion in the seminar:
ENGLISH:

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

DETAILS OF COURSES—PART II.

Books of Reference:

Bolenius: Teaching Literature in the Grammar Grades and High Schools.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Hosic: Reorganization of English in Secondary Schools (Bulletin No. 2, 1917, Bureau of Education).

Articles in "The English Journal".

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Allen: The Place of History in Education.

Johnson: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Langlois and Seignobos: Introduction to the Study of History.

Dunn: Social Studies in Secondary Education (Bulletin No. 26, 1916, Bureau of Education).

Articles in "The History Teachers' Magazine".

ARITHMETIC.

49. (1) Candidates for Interim First Class Grade B certificates will take Sections A, B, C, and D; candidates for Interim Ordinary High School certificates will take sections C and D; candidates for Interim First Class Grade A (Course I) certificates will take Sections A and B.

(2) The following are the main topics of the course:

A. Introductory: A brief study of present-day movements in Arithmetic: the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

B. Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

DETAILS OF COURSES—PART II.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

The various arithmetical operations and their application, with special stress upon the methodology of the elementary work.

Counting, addition, subtraction, multiplication, division; use of tables; order of exercises; tests.

Tests: Arithmetic tests, *e.g.*, the Curtis Standard Test in Arithmetic.

C. Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

D. Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Books of Reference:

Public School Manual: Arithmetic.

McMurry: *Special Method in Arithmetic.*

Schultze: *The Teaching of Secondary Mathematics.*

Smith: *The Teaching of Elementary Mathematics.*

Suzzallo: *The Teaching of Primary Arithmetic.*

Young: *The Teaching of Mathematics.*

ALGEBRA.

50. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Interim Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take Section B.

(2) The following are the main topics of the course:

A. Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached

DETAILS OF COURSES—PART II.

co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

B. The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Books of Reference:

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

GEOMETRY.

51. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Interim Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take section B.

(2) The following are the main topics of the course:

A. Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

B. The method of dealing with the more important propositions and exercises in the remainder of the authorized text.

Books of Reference:

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

DETAILS OF COURSES—PART II.

SEMINAR IN MATHEMATICS.

52. (1) In addition to the courses in Mathematics prescribed for the Interim Ordinary High School certificate, the student who is a candidate for an Interim High School Specialist's certificate in Mathematics will take the seminar in Mathematics as defined below, and the student who is a candidate for an Interim High School Specialist's certificate in Mathematics and Physics will take the seminar in Mathematics, together with such portions of the seminar in Science as the instructors therein may direct.

(2) The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

53. (1) Candidates for Interim First Class Grade B certificates will take Sections A, B, C, D and E; candidates for Interim Ordinary High School certificates will take sections A, C, D and E; candidates for Interim Grade A (Course I) certificates will take sections B and C.

(2) The following are the main topics of the course:

A. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

B. Elementary Geography: Method of treatment; home geography; observation work; excursions for the study of local geography; definitions.

C. Regional geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

D. Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

E. Physical Geography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Wallis: The Teaching of Geography.

Chisholm: Handbook of Commercial Geography.

Lake: Physical Geography.

Andrew: A Text-book of Geography.

NATURE STUDY.

54. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take Sections A, B and C.

(2) The following are the main topics of the course:

A. The scope of nature study; relation to other subjects of the course of study for Public Schools; various aims; relation of nature study to rural life; books on nature study.

B. Material of nature study; distribution of time between formal lessons and observational work; methods of conducting observational work; records of periodical natural phenomena; collections, excursions, aquaria, vivaria; use of books, charts, pictures, museum specimens, etc., school museum.

C. The methods of conducting instruction in Nature Study discussed and illustrated in lessons on topics difficult of presentation.

Books of Reference:

Public School Manual: Nature Study.

Bailey: The Nature Study Idea.

Comstock: Handbook of Nature Study.

ELEMENTARY SCIENCE.

55. (1) Candidates for Interim First Class Grade A (Course I) and Grade B certificates will take this course.

(2) The course in Elementary Science is an extension of the course in Nature Study into more formal work in Science and a preparation for the still more formal work in the Physics and Chemistry of the Middle School course and the Biology of the Upper School course.

(3) The following are the main topics of the course:

Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

DETAILS OF COURSES—PART II.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Woodhead: The Study of Plants.

Gregory and Simmons: Lessons in Science.

SCIENCE.

56. (1) Candidates for Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A certificates (Course II) will take Section B.

(2) The following are the main topics of the course:

A. The course in Elementary Science prescribed under that heading.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

DETAILS OF COURSES—PART II.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

57. (1) In addition to the course in Science prescribed for Interim Ordinary High School certificates, candidates for Interim High School Specialists' certificates in Science will take the seminar in Science.

(2) The following are the main topics for consideration in the seminar:

Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physical geography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

DETAILS OF COURSES—PART II.

CLASSICS (LATIN AND GREEK).

58. (1) Candidates for Interim First Class Grade B certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take Section C; candidates for Interim Ordinary High School certificates will take Sections A and D.

(2) The following are the main topics of the course:

A. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

B. Pronunciation; oral reading, sight reading, and English translation of the first reading lessons in the High School Latin or Greek Book; general principles of word-structure and sentence-structure; word order; special topics of inflection and syntax included in the earlier lessons of the Latin and Greek Books; methods of teaching the parts of a lesson, the subject matter, the vocabulary, and the exercises.

C. Oral reading, sight reading, and English translation prescribed for Normal Entrance or Pass Matriculation; special topics of inflection and syntax included in the later lessons of the Latin and Greek Books.

D. Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Crawford: On Pronouncing Latin.

Hale: The Art of Reading Latin.

Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

SEMINAR IN CLASSICS.

59. (1) In addition to the work in Classics required from candidates for Interim Ordinary High School certificates, students who are candidates for Interim High School Specialists' certificates in Classics will take the seminar in Classics.

DETAILS OF COURSES—PART II.

(2) In the seminar in Classics topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Johnson: Pamphlets on the Teaching of Caesar and Vergil.

Hale: Pamphlets on the Art of Reading Latin.

Articles in the "Classical Journal".

FRENCH AND GERMAN.

60. (1) Candidates for First Class Grade B certificates will take sections A, C, E, F, G (a), H (a). The instruction in this course will be limited to the French language.

Candidates for Ordinary High School or First Class Grade A certificates (Course II) will take the whole course as outlined. The instruction in this course will be based upon the French or the German language as the candidate may elect.

(2) The following are the main topics of the course:

A. Introductory: Importance of the study of a modern language; aims of the study; general instructions in regard to conducting classes with the purpose of helping the student to profit from observation lessons.

B. History of methods; consideration of methods formerly employed or still in vogue; the beginnings of modern language study; the Grammar method; the Natural method; the Reading method; the Psychological method of Gouin; the Direct method as used at present in Great Britain and other countries.

C. Study of Methods: A comparison of methods in view of the present conditions in the schools, e.g., the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

DETAILS OF COURSES—PART II.

D. Pronunciation: Study of phonetics; the international phonetic alphabet; phonetic texts and dictionaries; drill in pronunciation; oral work; conversation.

E. Elementary Classes: Classes conducted without a text-book; the study of sounds; conversation lessons; how to make use of the objects of the classroom, pictures, and drawings; value of unison work; variety and interest; dictation; note-books and their correction; books and pictures; necessity for thorough drill.

F. Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

G. Special review lessons upon certain topics in Grammar as follows: (a) Elementary Grammar, covering the work done in the Lower School of the High School or in Grade C Continuation School. (b) More advanced Grammar, covering the work done in the Middle School of the High School, or in Grade A or Grade B Continuation School.

H. Translation into English; when to introduce a Reader; the grammatical preparation necessary; idiomatic translation; methods of conducting the recitation. Special consideration of selected passages from the texts as follows: (a) The portion of the Reader usually studied in the Lower School of the High School and in Grade C Continuation School. (b) The Authors prescribed for Junior Matriculation.

I. Advanced work to be based on models; free reproduction; original essays by the pupil; writing of letters; methods of correction; training in the use of the dictionary and of other aids.

J. Bibliography: Students will be furnished with the addresses of the best houses which publish books of interest and value to the teacher. Lists will be given of the best books regarding grammar, oral work, pronunciation, manners, customs; dictionaries, and general literature.

Books of Reference:

Jespersen: How to Teach a Foreign Language.

Brebner: Teaching of Modern Languages in Germany.

Bahlsen: Teaching of Foreign Languages.

Breul: Teaching of Modern Languages.

Savory and Jones: Sounds of the French Language.

Dumville: French Pronunciation.

Vietor: German Pronunciation.

Heath: Report of the Committee of Twelve.

Bagster-Collins: The Teaching of German.

SEMINAR IN FRENCH AND GERMAN.

61. (1) In addition to the work in French or German required from candidates for the Interim Ordinary High School certificate, candidates for the Interim High School Specialist's certificate in French and German or in Moderns and History will take this seminar.

DETAILS OF COURSES—PART II.

Having regard to conditions in the High Schools, the discussions in this seminar will have reference in the main to the French language.

(2) The seminar will lay special stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Bagster-Collins: German in Secondary Schools.

Bahlsen: Teaching of Modern Languages.

Brebner: Method of Teaching Modern Languages in Germany.

Dumville: French Pronunciation.

Geddes: French Pronunciation.

Gouin: The Teaching and Studying of Languages.

Jespersen: How to Teach a Foreign Language.

Rippman: Elements of Phonetics.

Savory and Jones: Sounds of the French Language.

Sweet: Practical Study of Languages.

Walter: Zur Methodik des neusprachlichen Unterrichts.

VOCAL MUSIC.

62. (1) Candidates for Interim First Class Grade B, First Class Grade A, and Ordinary High School certificates will take this course. For candidates for High School certificates the instruction will be of a more advanced character.

(2) The course will be both practical and theoretical and will include:

Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

DETAILS OF COURSES—PART II.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: *The Educational Music Course.*

Cringan: *Teacher's Handbook of Tonic Sol-fa System.*

Curwen: *The Standard Course.*

Curwen: *The Teacher's Manual.*

Hardy: *How to Train Children's Voices.*

Mason: *How to Teach the Staff Notation.*

Hulbert: *Breathing for Voice Production.*

MANUAL TRAINING.

63. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

The place and purpose of manual training in the curriculum; its relation to the work of the Public School and of the High School, and to industrial education; the relation of educational value to practical utility. Class organization and management.

The equipment for urban and rural schools.

Typical forms of constructive work suitable to Forms I, II, and III of the Public School, such as elementary work in paper and cardboard, weaving, and modelling; the use of such exercises in the expression of the child's ideas and in correlation with the other subjects of the curriculum.

Modelling: Materials used, modelling natural forms, modelling as a means of expression, its use in the teaching of geographical concepts and primary reading, also of drawing and design.

DETAILS OF COURSES—PART II.

Work suitable to Forms IV and V: Advanced cardboard work, portfolios, book-binding, picture mounting.

Mechanical drawing: Its use, its relation to freehand drawing and to perspective, simple exercises for practice, plans and blue prints.

Woodwork: The workshop, tools, and materials; how to take care of tools and keep them in order; woods suitable for manual training work; designing; a short course in bench-work.

Books of Reference:

Public School Manual: Manual Training.

Baxter: Paper and Cardboard Construction.

Dobbs: Primary Handwork.

Lester: Claywork.

Noyes: Handwork in Wood.

Prang: The Manual Arts for Elementary Schools.

HOUSEHOLD SCIENCE.

64. (1) Women students who are candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take the course given below.

(2) The following are the main topics of the course:

Introductory: The scope of Household Science.

Equipment: The equipment for urban and rural schools.

The House: Purpose; location; general ideas concerning use and furnishing of rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; sources, food value, and digestion; analysis of common foods: milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility and flavour.

The principles of feeding during infancy and childhood.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking: boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service; preparation and serving of school lunches.

Bacteriology: Occurrence and nature of bacteria; sanitation, necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection; preservation of foods.

Home Nursing: The ideal sick-room, having regard to location, furnishing, ventilation, heating, care; care of the patient, having regard to bath, bed, clothing and food.

Hand Sewing: General rules for sewing; study and application of different stitches, seams, and hems; button-holes and sewing on buttons; repairing, darning, and patching.

DETAILS OF COURSES—PART II.

Textiles: Study of four principal fibres: cotton, linen, wool and silk; their properties in relation to use; names, kinds, widths and prices of common materials; adulteration of materials.

Organization and management of class in household science; methods of teaching household science.

Books of Reference:

Ontario Public School Manuals: Household Management, Sewing, Household Management for Rural Schools.

Danniels: Furnishings of a Modest Home.

Greer: Food and What It Does.

Jones: Lessons in Elementary Cooking.

Lincoln: The School Kitchen.

Walker: Manual of Needlework and Cutting-Out.

SEMINAR IN HOUSEHOLD SCIENCE.

65. (1) Candidates for Interim High School Specialists' certificates in Household Science will take the seminar in Household Science.

(2) The seminar will deal with the following main topics: The relation of household science to the other subjects of the curriculum; the effect of the teaching of household science upon the life of the community; household science in the Public School, in the High and Technical Schools and in the University; accommodations and equipment for household science work in the various types of schools; courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

Ontario Public School Manuals: Household Management, Sewing.

Hutchinson: Food and Dietetics.

Lincoln: The School Kitchen.

McGlanfin: Handicraft for Girls.

Wilson: Handbook of Domestic Science and Household Art.

WRITING.

66. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

Methods: Various styles of penmanship, their advantages and their disadvantages, and their relative importance; the child's difficulties in mastering writing; the earliest lessons and the work preliminary to formal writing; the steps in the lessons and the standards in the intermediate and the senior grades; the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture and penholding; the eye and its control of penmanship;

DETAILS OF COURSES—PART II.

importance of good writing materials; formal drills: various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the proper formation of the small and capital letters and the figures; the chief defects in children's penmanship, their causes, detection and thorough correction; individual *versus* class errors; treatment of pupils having some physical disability; uniformity of attainment in a class, its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the grades; formation of a characteristic hand; economizing time; use of standard charts for judging writing.

Practical exercises in writing.

Books of Reference:

Ontario Public School Manual: Writing.

The Ontario Writing Course.

ART.

67. (1) Candidates for Interim First Class Grade B and Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

THEORY AND PRACTICE:

A. Representation: Freehand drawing in outline and in values: The use of the pencil, and of the brush; the drawing of straight lines, of circles and ellipses, of squares and rectangles; the drawing of common flat objects, such as grasses, leaves, plates, fans, a checkerboard; the drawing of simple objects in the flat only, such as toys, jars, trees, houses; the principles of freehand perspective as illustrated in the drawing of the cylinder and the cone, the rectangular prism and the square pyramid, and of common objects founded upon these simple models; the effect of light upon objects; the neutral value scale; the drawing of common objects in light and shade; the drawing of cast shadows; the principles of good composition; the drawing of groups of objects showing good composition; the drawing of simple landscapes; the illustrating of games, occupations, stories, quotations; pose drawing of children, the drawing of common birds and domestic animals.

Freehand drawing in colour: The use of water colours and coloured crayons; the making and applying of simple washes; the study of colour, the primary, secondary, and complementary colours; hues of colour; tones of colour; the graying of colours; colour harmony; the representation in colour of leaves, grasses, flowers, fruits, trees, and common objects; simple landscape drawing; illustration.

Exercises in time drawing, and in memory drawing.

Blackboard drawing: Its importance to the teacher; rapid illustrative sketches in white, black, and coloured crayons on the blackboard and on large sheets of paper.

DETAILS OF COURSES—PART II.

Elementary mechanical perspective.

Elementary modelling in clay and plasticine.

B. Design and Lettering: The principles of rhythm, balance, and harmony in decorative design; the use of natural and geometric forms in design; the use of historic ornament in design.

The making of surface designs to be applied to useful purposes, such as borders, surface patterns, festival cards, menus, programme covers, book covers, posters, etc.

The carrying out of designs in neutral values and in colour.

The formation of single stroke letters and figures with the freehand.

Lettering with the freehand and with mechanical aids; the principles of good spacing; the formation of Gothic and of standard Roman capitals; modifications of them for decorative purposes.

The study of school and home furnishing and decoration.

C. The Study of Masterpieces and of the History of Art: The study of pictures; the study of architecture; the study of sculpture;.

A concise outline of the history of art.

Methods: Methods of teaching art in the Public and Separate Schools.

Books of Reference:

Ontario Teachers' Manual: Art.

Prang's Art Education for High Schools.

Crane: Line and Form.

Cross: Light and Shade:

Dow: Composition.

Branch: Design.

Cross: Colour.

Norton: Freehand Perspective and Sketching.

Whitney: Blackboard Drawing.

Caffin: Guide to Pictures.

Sturgis: The Appreciation of Pictures, Architecture, Sculpture.

HYGIENE.

69. (1) Candidates for Interim First Class Grade B and Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

School and Home Hygiene: School sanitation; home sanitation; common facts of bacteriology; general instruction for the detection of communicable diseases; provisions of the Ontario Public Health Act and Regulations so far as they refer to pupils, teachers, and school boards.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body; spinal curvature—its causes. Digestive system: foods; care of teeth; saliva. Physiology of respiration and circulation; skin and other depuratory organs; hair, nails, bathing, clothing,

DETAILS OF COURSES—PART II.

etc. Muscles: relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and over-work; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Physical Defects of the Eye: Affections of eyes due to improper school accommodations; colour blindness; tests for defective vision. Ear, nose, and throat troubles causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Books of Reference:

Ontario Public Health Act and Regulations.

Allen: Civics and Health.

Gulick: Hygiene Series.

Martin: The Human Body.

Health Series of Physiology and Hygiene.

PHYSICAL CULTURE.

69. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Ordinary High School Assistant's and Interim First Class Grade A (Course II) certificates will take Section B. Each of Sections A and B includes the work for the Strathcona Grade B certificate.

(2) The following are the main topics of the course:

A. Effects of physical culture; its hygiene; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; the exercises in Series A, B, and C, of tables 1-72 of *The Syllabus of Physical Exercises for Schools*; supplementary physical exercises; abdominal exercises, skipping exercises, dancing steps; indoor and outdoor games; classroom exercises; corrective exercises; dress suitable for the exercises; calisthenics and drill.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for the Playground, Home, School, and Gymnasium.

Kimmons: Guild of Play Book. Parts I, II, III.

Mari Hofer: Popular Folk Games and Dances.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

DETAILS OF COURSES—PART II.

• B. PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

DETAILS OF COURSES—PART II.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Corsan: At Home in the Water.

Chalif: Chalif Text-book of Dancing.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

DEGREES IN PEDAGOGY.**GENERAL INFORMATION.**

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in education, while they have also become more professional in purpose; and the examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees. It may be added that the Department of Education of Ontario exempts the holder of the Degree of B.Pæd. or D.Pæd. from one or two (as the case may be) of the seven years of experience now required of candidates for Inspectors' certificates.

By a joint arrangement with the Faculty of Education of Queen's University Summer Courses of instruction for candidates for degrees in Pedagogy are offered as follows:

In the summer of 1919 in the Science of Education and in the History of Education at Queen's University.

In the summer of 1920 in Educational Psychology and in School Administration at the University of Toronto.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Pæd.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (a) a degree in Arts or Science, not being an honorary degree, from any university in the British Dominions; and (b) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education and Educational Systems, and Educational Administration and Organization.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

5. The examination shall be held in February at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by

DEGREES IN PEDAGOGY.

the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of January of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee is \$10 for the full examination or \$3 for each subject if taken separately. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each subject may be taken and will be examined on separately. On the report of the Instructors concerned, a maximum of 50% of the marks for the final examination in any subject may be assigned to the work of the candidate in that subject at a Summer Session. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical ethical, and sociological bases of education. (Two papers.)

References :—Alexander. A Short History of Philosophy.

Bagley. The Educative Process.

Dewey. { The School and Society.
 { The School and the Child.

Mac Cunn. The Making of Character.

Mill. Utilitarianism.

Ruediger. Principles of Education.

Spencer. Education.

Watson. Outlines of Philosophy.

(ii) Educational Psychology. (Two papers.)

References :—Hall. Aspects of Child Life.

James, Text Book of Psychology.

McDougall. Physiological Psychology. (New ed.).

Parker. Methods of Teaching in High Schools.

Pillsbury. Essentials of Psychology.

Sandiford. Mental and Physical Life of School Children.

Titchener. Outlines of Psychology.

(iii) The History of Education and Educational Systems. (Two papers.)

DEGREES IN PEDAGOGY.

References:—Davidson. Rousseau and Education according to Nature.
 De Garmo. Herbart and the Herbartians.
 Fletcher and Welton. Froebel's Chief Educational Writings.
 Freeman. Schools of Hellas.
 Graves. History of Education (3 vols.).
 Green. Pestalozzi's Educational Writings.
 Monroe. Textbook in the History of Education.
 Monroe. Comenius.
 Monroe. Source Book for the History of Education.
 Parker. History of Modern Elementary Education.
 Wilkins. Roman Education.
 Woodward. Vittorino da Feltre.

(iv) Educational Administration and Organization, including an examination of the outlines of the present-day educational systems of Germany, France, England, and the United States. (Two papers.)

References:—Bolton. The Secondary School System of Germany.
 Brown. American High Schools.
 Butler. Education in the United States.
 Dutton & Snedden. Administration of Education in the United States.
 Farrington. The Public Primary School System of France.
 Farrington. French Secondary Schools.
 Sandiford: (editor). Comparative Education; Studies of the Educational Systems of Six Modern Countries.
 Monroe. Cyclopedia of Education.
 Seeley. The Common School System of Germany.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions.

1. The candidate shall hold a degree in Arts or Science, not being an honorary degree, from a University in the British Dominions and a first class or High School Assistant's certificate or its equivalent.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

DEGREES IN PEDAGOGY.

4. After the examinations of February, 1919, no candidate for the degree of D.Paed. will be admitted to the examination in any subject of the course who has not attended a Summer Course (or its equivalent) in that subject; but this section shall not apply to any candidate who had passed an examination in any subject of the course prior to May, 1918.

5. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education, and Educational Administration and Organization. He shall also submit on or before November 1st, a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis.

6. The examination, which may be taken as a whole or separately in subjects, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's degree.

7. Candidates who possess partial standing in the D. Paed. courses may, with the consent of the Council of the Faculty of Education, have that standing applied in qualification for the B.Paed degree.

8. The fee for the whole examination is \$10, and for each subject, when taken separately, \$3. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

9. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

*References:—*Adams. Evolution of Educational Theory.

Bosanquet. Education of the Young in Plato's Republic.

Bosanquet. Philosophic Theory of the State.

Cooley. Human Nature and the Social Order.

Croce. Philosophy of the Practical (trans. Ainslie).

Dewey. Schools of To-morrow.

Hayes. Introduction to Sociology.

Hobhouse. Morals in Evolution.

Wallas. The Great Society.

Wallas. Human Nature in Politics.

DEGREES IN PEDAGOGY.

(ii) Educational Psychology. (Two papers.)

References:—Hall. Adolescence. 2 vols.

Hobhouse. Mind in Evolution. (New ed.).

Huey. Psychology and Pedagogy of Reading.

James. Principles of Psychology. 2 vols.

Judd. Psychology of High School Subjects.

Ladd & Woodworth. Elements of Physiological Psychology.

McDougall. Social Psychology.

Rugg. Statistical Methods applied to Education.

Terman. The Measurement of Intelligence.

Thorndike. Educational Psychology. 3 vols.

(iii) The History of Education and Educational Systems from 1800 to the present day, with special reference to Germany, France, Great Britain, the United States, and Ontario. (Two papers.)

References:—Balfour. The Educational Systems of Great Britain and Ireland.

Birchenough. History of Elementary Education in England and Wales.

Brown. The Making of our Middle Schools.

Coleman. Public Education in Upper Canada.

Dexter. History of Education in the United States.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Findlay. Arnold at Rugby.

Fletcher & Welton. Froebel's Chief Educational Writings.

Graves. History of Education (vol. 3).

Green. Pestalozzi's Educational Writings.

Green. Life and Works of Pestalozzi.

Herbart. Outlines of Educational Doctrine (Lange and De Garmo).

Monroe. Textbook on the History of Education.

Parker. History of Modern Elementary Education.

Paulsen. German Education, Past and Present.

Putman. Egerton Ryerson and Education in Upper Canada.

Russell. German Higher Schools.

Spencer. Education.

Candidates are also advised to consult, if accessible, the following:

The Special Reports of the English Department of Education.

The Reports of the United States Commissioner of Education.

The Reports of the Minister of Education, Ontario.

Monroe's Cyclopedia of Education, Hodgins' Documentary History of Education in Upper Canada, Canada and its Provinces, vol. xviii.

DEGREES IN PEDAGOGY.

(iv) Educational Administration and Organization in Germany, France, England, and the United States, and with special reference to the administration and organization of education in Ontario. (Two papers.)

- References:*—Brown. The Training of Teachers for Secondary Schools.
Burstall and Douglas. Public Schools for Girls.
Cubberley. Public School Administration.
Farrington. The Public Primary School System of France.
Farrington. French Secondary Schools.
Johnson. High School Education.
Kandel. Elementary Education in England.
Kandel. The Training of Elementary Teachers in Germany.
Monroe. Principles of Secondary Education.
Norwood and Hope. Higher Education of Boys in England.
Ontario. The Acts, Regulations, Instructions of the Department of Education.
Sandiford: (Editor). Comparative Education: Studies of the Educational Systems of Six Modern Countries.
Sandiford. The Training of Teachers in England and Wales.
Seath. Education for Industrial Purposes.
Snedden. Problems of Secondary Education.
Strayer and Thorndike. Educational Administration, Quantitative Studies.

(Candidates are advised to consult, if accessible, the Special Reports of the Board of Education, England; the Reports and, in particular, the Bulletins of the United States Commissioner of Education, the Reports of the Minister of Education, Ontario: and Monroe's Cyclopedia of Education.)

FACULTY OF EDUCATION.

LIST OF STUDENTS REGISTERED FOR SESSION, 1917-18.

General Course.

Adams, C. W.....	Georgetown	Fisher, Florence.....	London
Aitchison, Edna M.....	Listowel	Flarity, Mary M.....	Owen Sound
Appleyard, Gertrude G....	London	Fletcher, Bertha M.....	Ceylon
Armstrong, T. W.....	Brussels	*Fowler, A. C.....	Wingham
Arnold, Elizabeth M.....	Chatham	Freeman, Blanche W....	Hamilton
Axon, D. H.....	Toronto	*Fritz, W. E.....	Clifford
Barclay, Jean A.,		Gall, Jean C.....	Ingersoll
Point Fortune, Que.		Garbutt, E. P.....	Lucknow
Barnby, T. I.....	Lucan	Gibson, E. M.....	Leamington
Beattie, Ethel M.....	Seaforth	Givens, Myrtle B.....	Beaverton
Beatty, S. A.....	Thomasburg	Gosnell, Bessie M.....	Highgate
Bell, Erma L.....	Georgetown	Graham, Ella E.....	Grand Valley
Blum, Freda.....	Owen Sound	Gray, Rheta G.....	Toronto
Bole, C. L.....	Woodville	*Green, I. T.....	Georgetown
Boles, C. R.....	Guelph	Haines, Florence L....	Wingham
Booker, Frances M.....	Hamilton	Halliday, Anna D.....	Chesley
Briggs, J. B.....	Owen Sound	Hammill, Lena M....	Owen Sound
Bristow, Mary A.....	Collingwood	Hand, C. H.....	Windsor
Brodie, Mary R.....	Smith's Falls	Harris, H. W.....	Ripley
Brooks, E. F.....	London	Harvey, D. B.....	Udora
Brothers, Muriel.....	Toronto	Harvey, Florence B....	St. Thomas
Brown, Bessie.....	Iona	Heath, Martha E. M....	Camlachie
Brown, Grace J.....	Woodstock	*Heisey, K. B.....	Markham
Brown, J. S.....	Toronto	Hess, Flora I.	Zurich
Buckle, Mabel C.....	Thorndale	Hodd, Edith M.....	Hamilton
Bunner, Muriel W.....	Port Hope	Hodder, W. J.....	London
Carriere, S. W.....	Grand Bend	Hopgood, Grace....	St. Catharines
Cassels, Alice S.....	Hamilton	Horton, Dorothy E....	St. Thomas
Code, J. A.	Smith's Falls	Houison, Catherine E..	Hamilton
Collins, Marie J.....	Kenilworth	Hueston, Eva M.....	Thorndale
Cooper, Zilpah M.....	Hespeler	Hughes, T. J.....	Toronto
Coughlin, Virginia B....	Norwood	Jackson, Helen K....	St. Thomas
Coutts, Martha J.....	Hamilton	*Jackson, L. C.....	Brussels
Craig, Marguerite M....	Ridgetown	James, Edna.....	Belgrave
Craig, Vera.....	Simcoe	Jerrom, Winifred M....	Cornwall
Crawford, Catherine I..	Ridgetown	Johnston, Helen L....	Bownmaville
Crawford, Helen M....	Wilton Grove	Jourdan, Florence M.,	
Currie, Violet.....	Lindsay	Newton Brook	
Curry, Edna M.....	Bradford	Justice, Mildred M....	Barrie
Dawson, Grace L.....	Guelph	Kaufmann, Edna D....	Waterloo
Deagle, R. R.....	Brantford	Kay, Ruth I.....	Rockwood
Dillen, Mary G.....	Morrisburg	Kennedy, Lyla M....	Georgetown
Duffett, Margaret E....	Midland	Kennedy, Margaret W.,	
Durst, Lorna M.....	Chesley	Port Whitby	
Edgar, Margaret.....	Stratford	Kennedy, Marion S....	Brampton
Farrell, Marie C.....	Thamesville	King, Nellie N.....	Galt
		Kirk, Nina M.....	Hamilton

Course for Ordinary High School Certificates.

Appleby, Kathleen D. Paris	Macklem, Annie R., Niagara Falls S.
Armstrong, H. B. Inglewood	MacLaren, Jean M., Shoal Lake, Man.
Bond, Gladys G. Galt	Mason, Edna H. Stratford
Campbell, Agnes Toronto	Maxwell, Leila B. Stratford
Carrie, Violet G. Owen Sound	McEachern, J. A. Stayner
Carruthers, Hilda L. Whitby	McEown, Ruth Toronto
Carscadden, Hazel L., Burketon Jct.	McGillicuddy, Mary Toronto
Cassidy, Isobel M. Toronto	McLarty, Lily Hamilton
Chappell, Mary H., Aoyama, Tokio, Japan	Millar, Gertrude Toronto
Crawford, Sarah Whitby	Milne, Jean M. Belleville
Darby, Laura St. Johns, Nfld.	Mitchell, Lola K. Toronto
Davidson, Kathleen A. Alliston	Morgan, Grace Mimico
Dickson, Robin M. P. Toronto	Mullins, Helen M. Toronto
Dobson, G. C. Utopia	Murray, Annie D. Hastings
Elliott, Mary M. Pakenham	Naughton, Nellie D. . . . Elgin Mills
Farmer, Christine M. Perth	Newton, E. T. Avoca, Que.
Findlay, Edith C. Toronto	Park, Edna Toronto
Flanagan, Ettie A. Fort William	Phillips, F. Toronto
Foreman, Helen R. H. London	Preston, G. A. Toronto
Foster, Laura A. London	Rayfield, F. W. Orangeville
Fowler, Edith I. Perth	Ridout, Jessie H. Port Elgin
Franklin, Marion M. Port Rowan	Ross, Frances C. Cobourg
Gendron, Muriel M. Penetang	Shaw, Ada E. Wallaceburg
Gillies, Agnes M. Stratford	Sinclair, Ella A. Guelph
Gordon, J. I., Niagara-on-the-Lake	Smith, Marion E. Toronto
Greenaway, Ethlyn M. Toronto	Smith, Muriel S. Harrow
Hamill, Alice M. Meaford	Smyth, Claire N. Bolton
Hately, Mary E. Brantford	Snider, Madeleine G. . . . Dunnville
Irwin, Florence H. Stratford	Stanbury, Frederika M. . . . Toronto
*Jackson, W. A. Batteau	Steele, Katherine R. Stratford
Kemp, H. R. Woodstock	Stillwell, Muriel T. Toronto
Kendall, Sybel M. Oakville	Tuck, Ella M. Waterford
Kennedy, Margaret I. Arthur	Vollett, A. F. Stratford
Kenny, Mary B. Ingersoll	*Way, W. S. Forest
Knechtel, Ronata Hanover	Whitelock, S. G. Woodstock
Learoyd, C. W. Kleinburg	Wigham, Helen Toronto
Lewis, Alice M. Toronto	Williams, Grace E. . . . Tillsonburg
Long, Irene M. Whitby	

Courses for Specialists.

Brown, Georgia Richmond Hill	Halliday, Janet M. Chesley
Campbell, A. D. Kerwood	Marshall, Helen Y. Toronto
Franklin, Helen A. Port Rowan	McCrimmon, Leon R. . . . Stratford
	Mitchell, Janet A. Niagara Falls

Morrison, W. J.....	Toronto	Stenhouse, Rebecca....	Winchester
Peck, Maud M.....	Streetsville	Turner, Ada M.....	Milton West
Ramage, G. E.	Mitchell	Twomey, Genevieve.....	Toronto
Robb, G. W.....	Markham		

Course for the Ordinary Certificate in Household Science.

Affleck, Bessie S.....	Middleville	McLenaghan, Jessie L.,	Portage La Prairie, Man.
Black, Ellknor C.	Dutton	Morgan, Mary C.....	Hamilton
Charteris, Gwendoline I..	Chatham	Mowbray, Tena P....	Thamesville
Clark, Bertha I....	Saskatoon, Sask.	Munro, Laura B....	Calgary, Alta.
Colbeck, Lucy C.....	Toronto	Nickell, Colena B.....	Kenora
Cram, Hilda	Carleton Place	Orr, Eva M.....	Toronto
Davis, Helen L.....	Smithville	Panton, Helen.....	Milton West
Douglas, Euphemia	Guelph	Rabb, Vida B.....	Lombardy
Fife, Bessie I.	Kettleby	Rattray, M. Grace....	Forest
Fullerton, Florence L.,	Victoria, B.C.	Stark, Laverna B.....	Chatham
Glasgow, M. Irene.....	Tupperville	Weir, Anna June.....	Chatham
Leslie, Myrtle J.....	Georgetown	Westlake, Lily J.....	Woodville
McEwen, Flora E.....	Hensall	Young, Isabelle A.....	St. Mary's

Courses for Degrees in Pedagogy.

Althouse, J. G.....	Galt	Hamilton, D. E.....	Toronto
Anderson, J. T. M. .	Yorkton, Sask.	Hedley, R. W....	Edmonton, Alta.
Armstrong, G. H.....	Toronto	Hindle, George	Trail, B.C.
Ballard, M. R....	Moose Jaw, Sask.	Hoffer, G. W.....	London
Bell, W. N.....	Paris	Hunter, J. H.....	Coaticook, Que.
Brown, G. A., Prince	Albert, Sask.	Kerr, Martin.....	Hamilton
Caldwell, Alex.	Cornwall	Lockett, H. G.....	Ingersoll
Campbell, J. D.....	Stratford	Lord, G. S.....	Calgary, Alta.
Chisholm, W. I.....	Peterboro	MacDonald, D. D.....	Toronto
Dee, Austin A.(Bro. Austin),	Aurora	MacDougall, J. B. . . .	North Bay
Devitt, S. G.....	Hamilton	Macpherson, F. F.....	Hamilton
Dunlop, W. J.....	Toronto	Mark, C. E.....	Ottawa
Evans, G. E.....	Napanee	Martyn, H. G.	Stratford
Firth, Thos.....	Lindsay	McCool, John.....	Walkerton
Forrester, J. W.....	Winchester	McEachern, J. G.....	St. Thomas
Froats, W. C.	Carleton Place	McGill, G. W.....	Toronto
Gibbard, A. H....	Moose Jaw, Sask.	McKechnie, J. G.....	Regina, Sask.
Goldstick, I.....	London	McKechnie, J. H....	Regina, Sask.
		Mills, J. S.....	Richmond, Que.
		Morgan, J. J.....	Edmonton, Alta.
		Moshier, D. D.....	Toronto

Nivins, Chas.....	Regina, Sask.	Seaton, E. T.....	Hamilton
Oakley, Muriel G.....	Peterboro	Shales, Walter E.....	Pembroke
Quance, F. M.....	Regina, Sask.	Sifton, W. J.....	Moose Jaw, Sask.
Radcliffe, S. J.....	London	Smith, Arthur.....	Toronto
Reed, G. H.....	Toronto	Thompson, P. M.....	Windsor
Robbins, W. W.....	Toronto	Walker, Duncan.....	Peterboro
Scott, Walter.....	Hardisty, Alta.	Walks, R. H.....	Toronto
		White, E. T.....	London
		Wilkinson, J. E.....	St. Thomas

THE
CALENDAR
OF THE
University of Toronto



FACULTY OF EDUCATION
1919-1920.

ADMINISTRATIVE OFFICERS.

The University.

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Registrar</i>	JAMES BREBNER, B.A.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, ESQ.
<i>Librarian</i>	HUGH HORNBY LANGTON, M.A.
<i>Physical Director</i>	JAMES WARREN BARTON, M.D.
<i>Superintendents of Buildings and Grounds</i> {	COLIN GRAHAM CAMPBELL, B.A.
	ARTHUR D'ORR LEPAN, B.A.Sc.
<i>Manager of University of Toronto Press</i>	RICHARD J. HAMILTON, B.A.

Faculty of Education.

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Faculty of Education should be addressed to the Secretary of the Faculty of Education, Bloor Street, Toronto.

1919

CALENDAR

1919

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	5 12 19 26	Sun.	2 9 16 23 ..	Sun.	2 9 16 23 30	Sun.	6 13 20 27
Mon.	6 13 20 27	Mon.	3 10 17 24 ..	Mon.	3 10 17 24 31	Mon.	7 14 21 28
Tues.	7 14 21 28	Tues.	4 11 18 25 ..	Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29
Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..	Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30
Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..	Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..
Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..	Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..
Sat.	4 11 18 25 ..	Sat.	1 8 15 22	Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..
MAY		JUNE		JULY		AUGUST	
Sun.	4 11 18 25	Sun.	1 8 15 22 29	Sun.	6 13 20 27	Sun.	3 10 17 24 31
Mon.	5 12 19 26	Mon.	2 9 16 23 30	Mon.	7 14 21 28	Mon.	4 11 18 25 ..
Tues.	6 13 20 27	Tues.	3 10 17 24 ..	Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..
Wed.	7 14 21 28	Wed.	4 11 18 25 ..	Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..
Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..	Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..
Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..
Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..	Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	7 14 21 28	Sun.	5 12 19 26	Sun.	2 9 16 23 30	Sun.	7 14 21 28
Mon.	1 8 15 22 29	Mon.	6 13 20 27	Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29
Tues.	2 9 16 23 30	Tues.	7 14 21 28	Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30
Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31
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Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..
Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..

1920

CALENDAR

1920

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	4 11 18 25	Sun.	1 8 15 22 29	Sun.	7 14 21 28	Sun.	4 11 18 25
Mon.	5 12 19 26	Mon.	2 9 16 23 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26
Tues.	6 13 20 27	Tues.	3 10 17 24 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27
Wed.	7 14 21 28	Wed.	4 11 18 25 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28
Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29
Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30
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MAY		JUNE		JULY		AUGUST	
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SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	5 12 19 26	Sun.	3 10 17 24 31	Sun.	7 14 21 28	Sun.	5 12 19 26
Mon.	6 13 20 27	Mon.	4 11 18 25 ..	Mon.	1 8 15 22 29	Mon.	6 13 20 27
Tues.	7 14 21 28	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30	Tues.	7 14 21 28
Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29
Thur.	2 9 16 23 30	Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..	Thur.	2 9 16 23 30
Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31
Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..

CALENDAR, 1919-1920.

- 1919—July 8.....Summer Session begins.
Aug. 8.....Summer Session closes.
Sept. 29.....Registration begins.
Sept. 30.....The Opening Address by the President to the
students of all the Faculties at 3 p.m. in Con-
vocation Hall. Autumn Term begins.
Oct. 1.....Opening Lecture at 10 a.m. in the Assembly Hall of
the Faculty of Education.
Oct. 2.....Meeting of Council.
Nov. 6.....Meeting of Council.
Dec. 4.....Meeting of Council.
Dec. 19.....Last day of Lectures. Term ends at 12 noon.
Dec. 19.....Railway certificates issued at 12 noon.
- 1920—Jan. 6.....Winter Term begins.
Jan. 8.....Meeting of Council.
Feb. 5.....Meeting of Council.
Mar. 6.....Meeting of Council.
Mar. 31.....Spring Term begins.
April 1.....Easter Vacation begins.
April 12.....Easter Vacation ends.
May 1.....Meeting of Council.
June 4.....University Commencement.
June 18.....Session closes.

FACULTY OF EDUCATION

1919-1920.

- President:* SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D.,
D.LITT.
- Dean*..... WILLIAM PAKENHAM, B.A.
- Secretary*.....
- HENRY JOB CRAWFORD, B.A.,
Professor of Education and Headmaster of The University Schools.
310 Roncesvalles Avenue.
- PETER SANDIFORD, M.Sc., PH.D.,
Associate Professor of Education. 22 Hilton Avenue.
- FREDERICK ETHBERT COOMBS, M.A.,
*Assistant Professor of Methods in Elementary Subjects and Chief
Instructor in Elementary Subjects in The University Schools.*
158 Delaware Avenue.
- GEORGE AUGUSTUS CORNISH, B.A.,
*Assistant Professor of Methods in Science and Chief Instructor in
Science in The University Schools.* 38 St. Clair Avenue East.
- JOHN THOMAS CRAWFORD, B.A.,
*Assistant Professor of Methods in Mathematics and Chief Instructor
in Mathematics in The University Schools.* 168 Walmer Road.
- WILLIAM CHALMERS FERGUSON, B.A.,
*Assistant Professor of Methods in French and German and Chief
Instructor in French and German in The University Schools.*
6 Hilton Avenue.
- GEORGE MALLORY JONES, B.A.,
*Assistant Professor of Methods in English and Chief Instructor in
English in The University Schools.* 780 Keele Street.
- JAMES WARREN BARTON, M.D.,
Instructor in Physical Training. 318 Palmerston Boulevard.
- ALEXANDER TOM CRINGAN,
Instructor in Music. 633 Church Street.
- WILLIAM JAMES DUNLOP, B.A.,
Lecturer in Methods in Elementary Subjects. 32 Palmerston Gardens.
- SAMUEL WALTER PERRY, B.A.,
*Lecturer in Art and Commercial Work and Chief Instructor in Art
and Commercial Subjects in The University Schools.* 406 Brunswick Avenue.
- ALLEN NELSON SCARROW,
*Lecturer in Manual Training and Instructor in The University
Schools.* 150 Delaware Avenue.

- DAVID HIRAM AXON,
Substitute Instructor in The University Schools. 122 Barton Avenue.
- GEORGE NEVILLE BRAMFITT, B.A.,
Instructor in The University Schools. 35 Munro Park Avenue.
- JOHN OLIVER CARLISLE, M.A.,
Instructor in The University Schools. 111 Durie Street.
- GEORGE ALTON CLINE, M.A.,
Instructor in The University Schools.
- ERNEST LE ROY DANIHER, B.A.,
Instructor in The University Schools. 26 Page Street.
- HORACE ALEXANDER GRAINGER, B.A.,
Instructor in The University Schools. 25 Westmount Avenue.
- FRANK HALBUS, B.A.,
Instructor in The University Schools. 262 St. George Street.
- DOUGLAS EWART HAMILTON, M.A.,
Instructor in The University Schools. 2 Dalton Road.
- JOSEPH A. IRWIN,
Instructor in The University Schools. 60 Grace Street.
- HUGH BRYANS KILGOUR, B.A.,
Instructor in The University Schools. 3 North Street.
- WILLIAM JAMES LOUGHEED, M.A.,
Instructor in The University Schools. 316 Indian Road.
- HAROLD GORDON MANNING, B.A.,
Instructor in The University Schools. East Residence, University of Toronto.
- NORMAN LESLIE MURCH, B.A.,
Instructor in The University Schools. 1431 Lansdowne Avenue.
- THOMAS M. PORTER,
Instructor in The University Schools. 64 Winchester Street.
- WALTER LAWRENCE CHRISTIE RICHARDSON,
Instructor in The University Schools. 83 Pine Crest Road.
- WALTER H. WILLIAMS, M.A.,
Instructor in The University Schools. 57 Walmsley Boulevard.
- JAMES G. WORKMAN, B.A.,
Instructor in The University Schools. Birch Cliff Post Office.

MEMBERS OF THE STAFF OF RYERSON SCHOOL, 1918-19.

Supervisor of Observation and Practice-Teaching:

JOHN B. BRENNAN, B.A.....583 Dovercourt Road.

Assistant Supervisors:

MISS M. L. BALMER.....54 Roncesvalles Avenue.
 MISS M. W. CASTLE.....1 Harvie Avenue.
 MISS R. M. DAVIDSON.....338 Albany Avenue.
 MISS E. M. HALL.....Weston, Ont.
 MISS J. C. HELYAR.....439 Sackville Street.
 MISS E. M. JOLLEY.....300 Crawford Street.
 MISS K. E. MARTIN.....26 Summerhill Avenue.
 MR. H. W. MCINTOSH.....450 Clendenan Avenue.
 MISS M. L. MCLENNAN.....11 Howland Avenue.
 MISS A. F. MITCHELL.....168 Geoffrey Street.
 MISS M. P. RUNDLE.....697 Spadina Avenue.
 MISS E. J. SADLIER.....268 Robert Street.
 MISS M. P. STEPHEN.....291 Euclid Avenue.
 MISS JEAN TODD.....16 Dowling Aparts.
 MR. J. E. WILKINSON.....
 MISS M. I. WILSON.....98 Wells Street.

MEMBERS OF THE STAFF OF JARVIS STREET COLLEGIATE
INSTITUTE, 1918-19.*Supervisor of Observation and Practice-Teaching:*

JOHN JEFFRIES, B.A.....41 Oakmount Rd.

Assistant Supervisors of Observation and Practice-Teaching:

MR. A. E. ALLIN, B.A.....5 Pinewood Avenue.
 MR. C. H. BARNES.....403 Carlton Street.
 MR. C. L. BARNES, B.A.....133 Pacific Avenue.
 MISS HELEN F. DURIE, B.A.....306 St. George Street.
 MR. E. J. HALBERT, B.A.....84 Mavety Street.
 DR. E. A. HARDY, B.A.....81 Collier Street.
 MR. W. A. JENNINGS, B.A.....59 Thorold Avenue.
 MR. JOHN MCKELLAR, B.A.....674 Spadina Avenue.
 MR. W. E. MURDOCH, M.A.....35 Jackman Avenue.
 MISS MARGUERITE O'CONNELL, B.A.....428 Jarvis Street.
 MR. JOHN SINCLAIR, B.A.....36 Cowan Avenue.
 MISS RUTH SPENCE, B.A.....554 Spadina Avenue.
 MR. H. B. TAPSCOTT, M.A.....Weston, Ont.
 MISS JANIE THOMAS, M.A.....92 Balmoral Avenue.

THE FACULTY OF EDUCATION.

GENERAL INFORMATION.

The Faculty of Education was created by resolution of the Board of Governors of the University in December, 1906. Its first curriculum was adopted in June, 1907, and its first session began in October, 1907.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Household Science, and Physical Culture, as First Class teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science, and Household Science. It also offers courses for the B.Paed., and D.Paed. degrees. The courses of the Faculty of Education are given during the Regular session, the Supplementary Autumn session, and the Summer Session.

The buildings of the Faculty of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary this observation and practice-teaching is supplemented by observation and practice-teaching in city schools in the neighbourhood.

While the chief exercises of the Faculty of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

BOARD AND LODGING.

Lodging and Board are readily obtained in private boarding-houses within convenient distance of the University at a cost of from five dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar and one-half per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding-houses is

kept by the Secretary of the Faculty of Education, the Secretary of the Young Men's Christian Association of the University, the Secretary of the Young Women's Christian Association, and the Dean of Annesley Hall. Students are recommended to consult these officers with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following residences are also available: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

The Secretary of the Faculty of Education will forward an accredited list of boarding-houses on request. Members of a special committee will meet, and assist students in the selection of boarding-houses.

SUMMER SESSION

The Faculty of Education offers in 1919 for those exempt from attendance, Summer Courses in the subjects of the First Class Grade B examinations. It also offers in 1920 Summer Courses in the Educational Psychology and School Administration of the Courses for Degrees in Pedagogy.

COURSES.

The following courses are offered:

I. Courses for Interim First Class Grade A and Grade B, Ordinary High School, and High School Specialists' certificates, and for Elementary certificates in Physical Culture.

II. Courses for the B.Paed. and D.Paed. degrees.

III. A Course for the Ordinary certificates as teachers of Household Science.

The courses and regulations for Provincial certificates as defined herein are valid only for the year 1919-20.

I.

COURSES FOR INTERIM FIRST CLASS GRADE A, GRADE B, ORDINARY HIGH SCHOOL AND HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

SESSIONS.

1. (1) (a) Enrolment in classes of the Main session will begin Tuesday, September 30th, at 10 a.m., and the instruction will begin October 1st, at 10 a.m. The Autumn Term will end Friday, December 19th, at 12 noon, and the Winter Term will begin Tuesday, January 6th, at 9 a.m. The Spring Term will begin April 12th, and end June 18th.

(b) Subject to the approval of the Minister of Education candidates for First Class Grade B or Ordinary High School certificates who are required to re-attend may enter January 6th and remain until the close of the session in June.

(2) Enrolment in the classes of the Supplementary Session will begin Tuesday, September 30th, at 10 a.m., and the instruction will begin October 1st at 10 a.m. The Supplementary Session will end Friday, December 19th, at 12 noon.

(3) Courses for Interim First Class Grade B, Ordinary High School, and High School Specialists' certificates will be given in the Main Session; courses for First Class Grade A certificates in the Supplementary Session; courses for Elementary certificates in Physical Culture in both the Main and the Supplementary Sessions.

DUTIES OF STUDENTS.

2. (1) All students are required to review, before the session opens, such Public and High School courses as are the academic bases of their professional courses in the Faculty of Education.

(2) Regular attendance is indispensable, except for such students as are exempt from attendance under the regulations of the Department of Education, and for such other students of the Main session as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in those schools of the Provincial system of Ontario for which their course of training is intended to fit them. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(3) (a) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session. The names of students found to be deficient in scholarship will be reported to the Dean before the Christmas vacation by the Masters in charge of the classes concerned.

(b) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

FEES.

3. (1) (a) The annual fee for the Course for Interim First Class Grade B or Ordinary High School certificates, which includes the library, gymnasium, and examination fees, is \$25.00; that for the course for Interim First Class Grade A certificates is \$15. The fee for the examination in the Course for Interim First Class Grade B or High School Assistants' certificates (with Specialists' certificates) when the examination is taken by students not in attendance, will be \$20.00, or \$5.00 for each of Parts II and III and \$10.00 for Part I; that for the examination for Interim First Class Grade A certificates \$10.00, *i.e.*, \$5.00 for Part I and \$5.00 for Part II. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students.

(b) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

(c) As the course for the Elementary certificate in Physical Culture is an obligatory part of the course for Interim Ordinary High School certificates and of one of the courses for Interim First Class Grade A certificates, an additional fee is not required.

(2) All students exempt from attendance who are duly registered in the Course for Interim First Class Grade B or Ordinary High School certificates, and who pay a fee of \$10.00 (which will not in this case include the fee for examination) may receive from the staff of the Faculty of Education such guidance in their courses as may be reasonably expected by such students.

(3) Each male student in attendance at the Main Session will be required to contribute \$1 to the maintenance of the Students' Administrative Council.

STUDENT SOCIETIES.

4. Various religious, athletic, literary, and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS.

5. The answer papers of the final examinations of all unsuccessful candidates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

A.

COURSE FOR INTERIM FIRST CLASS GRADE B
CERTIFICATES.**PURPOSE.**

6. The Course for Interim First Class Grade B certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public and Separate Schools and of Grade C Continuation Schools.

CONDITIONS OF ADMISSION.

7. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim First Class Grade B certificate should make application not later than September 30th, to the Secretary of the Faculty of Education on a form to be obtained from him, and should submit the following with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 18 years of age before October 1, 1919.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Faculty of Education and of the Provincial Schools represented in the certificate for which he is a candidate. See also Section 2 (3) (b), p. 13.

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—A violation of this agreement will render the certificate invalid.

(e) A certificate from a competent authority that he is a British subject.

(f) One of the following:

COURSE FOR INTERIM FIRST CLASS GRADE B.

(i) His certificate of graduation as Bachelor or Master of Arts from a British university, after a regular university course approved by the Minister of Education as to standard and as to the content of the undergraduate courses.

(ii) His Senior Teachers' certificate.

(iii) His full certificate for admission into the Faculties of Education.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Faculty of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Faculty of Education, University of Toronto, on an official form to be obtained from the Secretary.

TEXT-BOOKS.

8. The text-books for the academic work are those prescribed for the Public, Separate, and High Schools of Ontario in each subject of the student's course.

Students should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject of the course. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

9. The course of training consists of three parts as follows:

Part I: The Principles of Education, Educational Psychology, School Management and Law, Spelling, Composition, Grammar, Literature, History, Arithmetic, Algebra, Geometry, Geography, Latin, Hygiene and (optional) one of French, German, Greek.

NOTE.—As the methodology of Greek is practically the same as that of Latin and that of German the same as that of French, no special provision will be made herein for courses in methods in Greek and German; but students who take Greek or German will be required to make the necessary applications of methods in Greek and German in the practical work in Observation and Teaching.

COURSE FOR INTERIM FIRST CLASS GRADE B.

Part II:

Writing, Reading, Art, Vocal Music, Physical Culture, Nature Study, Elementary Science, Manual Training; Household Science (for women).

Part III:

Observation and practice-teaching in the Kindergarten-primary and Forms I-IV of urban Public Schools and the Lower School of the High Schools, with observations in the Kindergarten, Form V, and ungraded rural Public Schools.

MODIFICATIONS OF COURSE.

10. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of subjects of Part I, as will suit the conditions of candidates for Provincial certificates who obtained their academic standing in courses which did not include Latin.

(2) Students who hold Provincial professional certificates in Physical Culture, Art, Household Science, Manual Training, Vocal Music, and the Commercial subjects, will take the observation and practice-teaching, but will be exempted from the examinations in said subject or subjects.

(3) Students who have passed in the Manual Training, Household Science, or Writing of the Lower School, or in the Art of the Middle School shall complete, to the satisfaction of the instructor or instructors therein, the methodology, but will be exempted from the extension work of the course or courses concerned.

(4) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, will such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORGANIZATION OF COURSE.

11. (1) The following introductory work will be taken up at the beginning of the session:

(a) About 20 lectures upon the topics, *Introduction* and *General Method* in the course in the Principles of Education.

(b) A discussion of the functional value of each of the courses defined herein.

COURSE FOR INTERIM FIRST CLASS GRADE B.

(c) Supervised observation and practice-teaching lessons (about ten of each) in the different grades or forms of the Public and Separate Schools and Lower Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Part I will be accompanied by a review from the academic standpoint, of such portions of the course in each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation. In the course in the subjects of Part II will be included such an extension of the work beyond the limits set by the courses of the Public Schools as time will permit.

(3) In the order and the grouping of the courses in the various subjects, due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as conditions permit, the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The programme of instruction for each class, exclusive of observation and practice-teaching, will require about twenty class-periods of 45 minutes each weekly, or the equivalent thereof, during the Session. These class-periods will be distributed among the various prescribed courses approximately as follows: Principles of Education 40, Educational Psychology 40, School Management 40, English (Spelling, Literature, Grammar, Composition, Reading) 120, Mathematics (Arithmetic, Algebra, Geometry) 60, History and Geography 40, Nature Study and Elementary Science 50, Latin 20, French 15, Music 30, Manual Training 30, Household Science 30, Art 40, Writing 10, Hygiene 10, Physical Culture 30.

(b) (i) The courses in English, Mathematics, Vocal Music, and Physical Culture will continue throughout the session.

(ii) The courses in the other subjects will begin as may be arranged by the Dean and will continue until completed.

(c) The observation work will begin in the third week of the session and the practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 observation lessons and 20 practice-teaching lessons. These numbers will be increased to meet the needs of individual students.

COURSE FOR INTERIM FIRST CLASS GRADE B.

OBSERVATION AND PRACTICE-TEACHING.

12. (1) The Introductory Course defined above will be followed by systematic observation and practice-teaching under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups and the work of observation and practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the student belongs will be present at the discussions on his observation and practice-teaching lessons.

(3) (a) The observation and practice-teaching lessons for each student will be arranged to represent, as far as practicable, the work of the Public and Separate Schools in all subjects and grades, including the Kindergarten-primary, and the work of the Lower Schools of the High Schools. There will also be supervised observation in the Kindergarten and in ungraded rural Public Schools.

(b) Continuous practice-teaching for several periods will be required, the student being wholly responsible for the management of the class.

(4) Students will be notified of the subject and the scope of the observation lesson, and should prepare the lesson beforehand. After observing the lesson, they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each practice-teaching lesson for submission to the teacher.

(6) (a) Model lessons will be taught by the teachers of the practice schools in accordance with the regular programme of said schools.

(b) The instructors of the Faculty of Education will develop the details of their subject in their teaching order, and after each suitable step will also themselves teach model lessons in special classes and in the practice schools.

(7) (a) The necessary applications of the Principles of Education and Educational Psychology and of special methodology will be made systematically in connection with the observation lessons and the practice-teaching; so that the course may be taken up in terms of the child's mind and growth. Throughout the course, the instructor in the Principles of Education and Educational Psychology will himself illustrate by actual teaching the principles he has discussed in class.

COURSE FOR INTERIM FIRST CLASS GRADE B.

(b) As far as practicable, the instructors in the Faculty of Education will be present at the observation lessons and practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS.**SUBJECTS AND STANDARDS.**

13. (1) For the purpose of determining the final standing of students the courses in Parts I, II, and III, are classified into the following subjects:

Parts I and II: The Principles of Education, Educational Psychology, School Management and Law, Primary Reading and Spelling, Grammar and Composition, Literature and Advanced Reading, Arithmetic, Algebra and Geometry, History, Latin, French, Geography, Nature Study and Elementary Science, Hygiene, Writing, Art, Vocal Music, Physical Culture, Manual Training, Household Science.

Part III: Observation; Practice-teaching.

(2) (a) Subject to the conditions prescribed herein the final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II, and by the result of the records of the observation and practice-teaching of Part III.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such other examinations as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Parts I and II, as have been completed in said term.

(d) At the examinations in Parts I and II each paper will contain questions in methodology, based upon the academic subjects which will test the candidate's academic knowledge, and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Parts I and II will be 100. In the subjects of Part I a maximum of 40% of the marks will be assigned to the sessional records, and 60% to the final written examination. In the subjects of Part II a maximum of 60% of the marks will be assigned to the sessional records and 40% to the final written examination.

COURSE FOR INTERIM FIRST CLASS GRADE B.

(f) A maximum of 800 marks will be assigned to practice-teaching and of 400 to observation. The standing of students in observation and in practice-teaching will be based upon their records in the lessons following those which form part of the Introductory Courses.

CERTIFICATES.

14. (1) (a) A student who is nineteen years of age before October 1st, 1919, and who obtains 50% of the marks in each subject of Parts I and II and 60% of the marks in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim First Class Grade B certificate.

(b) A student who is not nineteen years of age before October 1st, 1919, and who obtains 50% of the marks in each subject of Parts I and II, and 60% of the marks in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim Second Class certificate. This Interim Second Class certificate may, on application to the Minister of Education, be exchanged for any Interim First Class Grade B certificate when the holder thereof attains his twentieth year.

(2) A student who passes in Part III and fails in not more than five subjects of Parts I and II and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister of Education, an Interim Second Class certificate.

(3) A student who passes in Part III and who fails in not more than five subjects of Parts I and II may be exempted from further attendance and may complete his standing from a First Class Grade B Certificate by re-writing at one annual examination or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(4) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(5) (a) (i) Candidates who hold Permanent Second Class certificates with the academic standing required for admission to the Faculties of Education and who submit certificates of at least three years' successful experience from the Public or Separate School inspectors under whom they have taught during that period, will be exempted from attendance, but will take the final examinations prescribed for Parts I and II, and must

CERTIFICATES FOR INTERIM FIRST CLASS GRADE B.

also satisfy the examiners by practical tests of their ability to teach the subjects of Form V of the Public Schools and of Grade C Continuation Schools.

(ii) Candidates who failed at an examination for First Class certificates under former regulations, and who were exempted from subsequent attendance at a Faculty of Education, will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein, but their standing will be determined in the subjects or Parts as constituted under the regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other provinces or countries and who are required to write on the final examinations of the Faculties of Education, will take all final examinations in the subjects of Parts I and II and will also satisfy the examiners by teaching and other tests that they are competent to direct the practical work in the subjects covered by the certificates for which they are candidates.

(b) (i) The pass standard of all candidates exempt from attendance is the same as that for students in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Reading, Vocal Music, and Physical Culture for students exempt from attendance will include both written and practical tests, to the latter of which 60 marks will be assigned.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part III at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Parts I and II in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examinations of candidates in attendance.

(ii) Candidates exempt from attendance may take their written examination in Parts I and II at Toronto or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Vocal Music, Physical Culture, and Teaching at Toronto.

DIPLOMAS.

15. Successful candidates who are awarded Interim First Class Grade B certificates by the Minister of Education, and such other successful candidates as were admitted to the course under Section 7 (2), p. 16, may be awarded University diplomas.

B.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL
CERTIFICATES.**PURPOSE.**

16. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B and in High Schools.

CONDITIONS OF ADMISSION.

17. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School certificate should make application not later than September 30th, to the Secretary of the Faculty of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1919.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Faculty of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3) (b), p. 13.)

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—A violation of this agreement will render the certificate invalid.

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts from a British university, after a regular university course approved by the Minister of Education as to standard and as to content of the undergraduate courses.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Faculty of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Faculty of Education, University of Toronto, on an official form to be obtained from the Secretary.

TEXT-BOOKS.

18. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject. In certain cases, especially in the courses in methods, the instructor may require additional or alternative text-books. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

19. The course of training for Interim Ordinary High School certificates consists of three Parts as follows:

Part I: The Principles of Education, Educational Psychology, School Management and Law, English (Grammar, Literature, Composition), Hygiene, History, Mathematics (Arithmetic, Algebra, Geometry), Geography, Latin, and any one of the following: French, German, Greek, Science (Elementary Science, Physics, Chemistry, Biology).

Part II: Reading, Physical Culture, Vocal Music (optional).

Part III: Observation and Practice-teaching in the Lower and Middle Schools of the High Schools, with Observation in the Upper School of the High Schools.

MODIFICATION OF COURSES.

20. Students who hold Provincial professional certificates in Physical Culture will be exempted from the examinations thereon but will take the Observation and Practice-teaching therefor.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSES.

21. (1) The following introductory work will be taken up at the beginning of the session.

(a) Not more than 20 lectures upon the topics, *Introduction* and *General Method* in the course in the Principles of Education.

(b) A discussion of the functional value of each of the courses defined herein.

(c) Supervised Observation and Practice lessons, (about ten of each) in the different grades or forms of the Lower and Middle Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Parts I and II, will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The programme of instruction, exclusive of Observation and Practice-teaching, will require about 20 lectures of 45 minutes each, weekly, during the session. These lectures will be distributed among the various prescribed courses approximately as follows: Principles of Education 50, Educational Psychology 50, School Management and Law 50, English 90, History 15, Geography 15, Mathematics 90, Latin 30, Hygiene 10, Reading 20, French and German 40, Greek 20, Science 40, Physical Culture 100, Vocal Music 30.

(b) The courses in Mathematics, English, Physical Culture, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 Observation lessons and 20 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.***OBSERVATION AND PRACTICE-TEACHING.**

22. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups, and the work of Observation and Practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the teacher-in-training belongs will be present at the discussion on his Observation and Practice-teaching lessons.

(3) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(4) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and the scope of the Practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(6) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The instructors of the Faculty of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(7) (a) The necessary applications of the Principles of Education and Educational Psychology and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Principles of Education and Educational Psychology will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the instructors of the Faculty of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.***EXAMINATIONS.**

23. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Parts I and II: Principles of Education, Educational Psychology, School Management and Law, English, History, Mathematics, Geography, Hygiene, Latin, French, German, Greek, Science, Reading, Physical Culture, Vocal Music.

Part III: Observation, Practice-teaching.

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II, and by the result of the records of the Observation and Practice-teaching of Part III.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such other examinations as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Parts I and II as have been completed in this term.

(d) At the examinations in Parts I and II, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Parts I and II will be 100. In all subjects except Reading, Physical Culture, and Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Reading, Physical Culture, and Vocal Music, a maximum of 60% of the marks will be assigned to the sessional records and 40% to the final written examinations. The marks assigned to Physical Culture for the purpose of the course for Elementary certificates in Physical Culture are given on page 39.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES.

24. (1) A student who obtains 50% of the marks in each subject of Parts I and II and 60% of the aggregate of the marks in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School certificate.

(2) A student who passes in Part III and fails in not more than four subjects of Parts I and II will be exempted from further attendance.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at a Faculty of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at a Faculty of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Faculties of Education will take the prescribed final examinations in the subjects of Parts I and II, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Reading, Physical Culture, and Vocal Music for students exempt from attendance, will include both a practical and a written test, 40 marks being assigned to the written test and 60 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part III at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part I and II in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Parts I and II at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Physical Culture, Vocal Music, and Teaching at Toronto.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(5) The conditions under which Elementary certificates in Physical Culture will be awarded are defined on p. 39.

DIPLOMAS.

25. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 17 (2), p. 24, may be awarded University diplomas.

C.

**COURSES FOR INTERIM FIRST CLASS GRADE A
CERTIFICATES.**

PURPOSE.

26. (1) (a). Course I for Interim First Class Grade A certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public and Separate Schools, and of Grade C Continuation Schools.

(b) Course II for Interim First Class Grade A certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of Grade B Continuation Schools. Course II also prepares candidates for the Elementary certificate in Physical Culture.

CONDITIONS OF ADMISSION.

27. An applicant for admission to a course for an Interim First Class Grade A certificate should make application not later than September 30 to the Secretary of the Faculty of Education on a form to be obtained from him, and should submit with his application:

(a) His Ordinary High School or High School Specialist's certificate if he is an applicant for admission to Course I.

(b) His First Class Grade B or First Class certificate if he is an applicant for admission to Course II.

TEXT-BOOKS.

28. The text-books for the academic review are those prescribed for the Public, Separate, and High Schools of Ontario in each subject of the student's course.

Students should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject of the course. Reference books, source books, and encyclopædias to supplement these text-books are free of access in the library of the Faculty of Education.

PROGRAMME OF STUDIES.

29. Two courses of training are offered:

Course I.

Part I: School Management and Law, English, (Spelling, Literature, Composition), History, Arithmetic, Geography.

COURSES FOR INTERIM FIRST CLASS GRADE A—Cont.

Part II: Writing, Reading, Nature Study, Elementary Science (if not already taken), Vocal Music, Art, Manual Training, Household Science (for women).

Part III: Observation in the Kindergarten, and Observation and Practice-teaching in Forms I-IV of urban Public Schools, including the Kindergarten Primary.

Course II.

Part I: School Management and Law, English (Literature, Composition), History, Mathematics (Algebra, Geometry), Latin, any one of French, German, Greek, Science (Physics, Chemistry, Biology).

Part II: Physical Culture.

(The course in Physical Culture will supplement the course in that subject for candidates for First Class Grade B certificates at the Main Session and will lead to an Elementary certificate in the subject).

Part III: Observation and Practice-teaching in the Lower and Middle Schools of the High Schools with Observation in the Upper Schools of the High Schools.

MODIFICATIONS OF COURSES.

30. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of subjects as will suit the conditions of candidates in Course II who obtained their academic standing in courses which did not include Latin.

(2) Students who hold Provincial professional certificates in Physical Culture, Art, Household Science, Manual Training, or Vocal Music may be exempted from the courses and examinations in said subject or subjects, but will take the Observation and Practice-teaching in the subject or subjects concerned.

(3) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, will such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORGANIZATION OF COURSES.

31. (1) The instruction in the special methodology of the subjects of both courses will be accompanied by a review of such subjects from the academic standpoint. This review will be limited to such portions of the courses in each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

COURSE FOR INTERIM FIRST CLASS GRADE A—Cont.

(2) In the order and grouping of the courses in the various subjects, due regard will be had to the character of each subject and to its correlations with other subjects.

(3) The programme of instruction for each class in each course will require approximately 20 lesson-periods of 45 minutes each weekly during the session. These lesson-periods will be distributed among the various subjects of Course I approximately as follows: School Management and Law 5, English, including Reading, 45, History 5, Arithmetic 20, Geography 10, Nature Study and Elementary Science 25, Music 20, Writing 5, Art 30, Manual Training 20, Household Science (for women) 20.

In Course II they will be distributed approximately as follows: School Management and Law 10, English 35, History 10, Mathematics 30, Latin 10, Science 25, French 25, German 20, Greek 15, Physical Culture 75.

(4) The courses in Music and Physical Culture will continue throughout the session; those in the other subjects will be taken, so far as practicable, in correlation with the Observation and Practice-teaching, and will continue until completed.

(5) The Observation work will begin in the second week of the session and the Practice-teaching in the fourth week. The programme of instruction will include for each student at least 25 Observation lessons and 15 Practice-teaching lessons. These numbers will be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING.

32. (1) So far as practicable the Observation and Practice-teaching of Course I will be subject to the same general regulations and conditions as are prescribed for the Observation and Practice-teaching of the course for the Interim First Class Grade B certificate (see p. 19).

(2) So far as practicable the Observation and Practice-teaching of Course II will be subject to the same general regulations and conditions as are prescribed for the Observation and Practice-teaching of the course for the Interim Ordinary High School certificate (see p. 26).

EXAMINATIONS.

33. (1) For the purpose of determining the final standing of students Course I is classified into the following subjects:

Part I: School Management and Law, English (Spelling, Literature, Composition), History, Arithmetic, Geography.

Part II: Writing, Reading, Nature Study and Elementary Science, Vocal Music, Art, Manual Training, Household Science (for women).

COURSES FOR INTERIM FIRST CLASS GRADE A—*Cont.*

Part III: Observation; Practice-teaching.

For the purpose of determining the final standing of students Course II is classified into the following subjects:

Part I: School Management and Law, English (Literature, Composition) History, Mathematics (Algebra, Geometry), Latin, Science (Physics, Chemistry, Biology), French, German, Greek.

Part II: Physical Culture.

Part III: Observation; Practice-teaching.

(2) (a) The final standing of students will be determined by the result of the records of the Observation and Practice-teaching of Part III, and by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such examinations as the staff may prescribe.

(c) There will be final examinations in the subjects of Parts I and II at the completion of the course concerned.

(d) (i) The maximum marks assigned to each subject in Parts I and II will be 100. In all subjects of Part I 40% of the marks will be assigned to the sessional records and 60% of the marks to the final written examinations. In the subjects of Part II, 60% of the marks will be assigned to the sessional records and 40% to the final written examinations. The marks assigned to Physical Culture for the purpose of the course for the Elementary certificate in Physical Culture are given on page 39.

(ii) A maximum of 600 marks will be assigned to Practice-teaching and of 300 to Observation.

CERTIFICATES.

34. (1) A student who obtains 50% of the marks in each subject of Parts I and II and 60% in each of the divisions of Part III may, on the recommendation of the examiners, be granted by the Minister of Education an Interim First Class Grade A certificate.

(2) A student who passes in Part III, and fails in not more than three subjects of Parts I and II, will be exempted from further attendance at a Faculty of Education.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another Supplementary Session.

CLASSES FOR INTERIM FIRST CLASS GRADE A—*Cont.*

(4) (a) (i) Candidates for Interim First Class Grade A certificates who are exempted from attendance at a Faculty of Education as provided in (2) above may complete their standing for a certificate by rewriting at one annual examination or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who hold First Class Grade B certificates or First Class certificates under former Regulations, and who have taught successfully for at least three years in a Continuation School, or a Form V of a Public or Separate School of at least two teachers, as certified by the inspectors concerned and approved by the Minister, will be exempted from attendance, but will take the examinations prescribed for Part I of Course II, and must also satisfy the examiners by practical tests of their ability to teach the subjects of Grade B Continuation Schools or of the Middle School of the High Schools.

(b) (i) The pass standard for students exempt from attendance will be the same as that for candidates in attendance but, in the case of candidates not in attendance, no allowance will be made for sessional work, if any, in any subject and no examinations will be held in Physical Culture.

(ii) The final examinations in Music for students exempt from attendance will include a practical test to which 60% of the marks for the subject will be assigned, and also a written test.

(c) (i) Candidates exempt from attendance will take their examinations in December on dates to be determined by the examiners, or in part, in December and, in part, at such times during the session as are set apart for the examination of candidates in attendance.

(ii) Candidates exempt from attendance may take their written examinations at Toronto or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests at Toronto.

(5) The conditions under which Elementary certificates in Physical Culture will be awarded are defined on pages 38, 39.

D.
COURSES FOR HIGH SCHOOL SPECIALISTS'
CERTIFICATES.

PURPOSE.

35. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the Lower, Middle, and Upper Schools of the High Schools and Collegiate Institutes, in certain departments or subjects of the course of said Lower, Middle, and Upper Schools.

CONDITIONS OF ADMISSION.

36. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School certificates. No candidate will be awarded an Interim High School Specialists' certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate, who holds an Ordinary High School certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

COURSES.

37. (1) Courses will be offered for Interim High School Specialists' certificates in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.***TEXT-BOOKS.**

38. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Faculty of Education.

EXAMINATIONS.**Subjects and Standards.**

39. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the Main session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES.

40. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who have obtained 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and who have obtained 60% of the marks assigned to the Observation and the Practice-teaching, respectively, in the specialist department.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the Main session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting High or Continuation School Inspector certifies, after due notification to such Inspector of the candidate's intention to become an applicant for a specialist's certificate.

E.

COURSE FOR ELEMENTARY CERTIFICATE IN
PHYSICAL CULTURE.**PURPOSE.**

41. The course for the Elementary certificate in Physical Culture prepares candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION.

42. (1) Students who have been admitted to the course for Interim Ordinary High School certificates will take also the course for the Elementary certificate in Physical Culture.

(2) Students who hold First Class Grade B certificates or First Class certificates under former regulations and who have been admitted to the Supplementary course for First Class Grade A certificates will take also the course for the Elementary certificate in Physical Culture.

SESSION.

43. (1) For students in the course for Interim Ordinary High School certificates the course for Elementary certificates in Physical Culture continues throughout the Main session.

(2) For students in Course II of the courses for Interim First Class Grade A certificates the course for Elementary certificates in Physical Culture will continue throughout the Supplementary session.

TEXT-BOOKS.

44. Students in the course for Elementary certificates in Physical Culture will supply themselves with such text-books as may be recommended by the instructors from the list given under the details of that subject.

PROGRAMME OF STUDIES.

45. The details of the contents of the course for Elementary certificates in Physical Culture are to be found on pages 66 and 67.

EXAMINATIONS.

46. (1) The final standing of candidates for the Elementary certificate in Physical Culture will be determined by the results of the sessional work, final practical tests, and final written examinations.

COURSE FOR ELEMENTARY CERTIFICATE IN PHYSICAL CULTURE.

(2) The following is the scheme of examinations and tests:

Written Examinations:

Anatomy 100, Physiology and First Aid 100.

Sessional and Final Practical Tests:

FOR WOMEN: Calisthenics 200, Apparatus 50, Games and Military Drill 200, Swimming 50.

FOR MEN: Calisthenics 100, Apparatus 200, Indoor Games and Athletics 50, Swimming 50.

Forty per cent. of the marks in each of the practical examinations will be assigned to the sessional and sixty per cent. to the final tests.

CERTIFICATES.

47. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Culture to the student in the course for an Interim Ordinary High School certificate or the course for an Interim First Class Grade A certificate (Course II) provided that said student is awarded an Interim Ordinary High School or Interim First Class Grade A certificate and obtains in Physical Culture a minimum of 40% of the marks for each subject, and 60% of the aggregate of marks assigned to (i) the written and (ii) sessional and final practical tests, respectively.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) Elementary certificates in Physical Culture will not be granted to candidates who are not also in regular attendance in the courses for Interim Ordinary High Schools or Interim First Class Grade A (Course II) certificates.

(c) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners the Minister of Education may award Elementary certificates in Physical Culture to the students in Course II for Interim First Class Grade A certificates who fail in said course but who pass in the course for Elementary certificates in Physical Culture.

DETAILS OF COURSES.

FOR FIRST CLASS GRADE B, ORDINARY HIGH SCHOOL, FIRST CLASS GRADE A, HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

48. (1) The details given below include a statement of the contents of each of the subjects of the courses for Interim First Class Grade B, Ordinary High School, First Class Grade A, and High School Specialists' certificates, and Elementary certificates in Physical Culture. (2) The lists given below contain the names of books available for reference in the library of the Faculty of Education. From time to time the instructors will give directions as to the use of these reference books. All candidates for Interim First Class Grade B, First Class Grade A, and Ordinary High School certificates, however, should supply themselves with copies of the books whose titles appear in italics. In certain cases where the book in italics is limited in the main to the work of primary education, candidates for Interim Ordinary High School and Interim First Class Grade A certificates will be recommended to supply themselves with additional or special books. The instructors concerned will make known the textbooks to be used in the courses for Interim Specialists' certificates and Elementary certificates in Physical Culture.

THE PRINCIPLES OF EDUCATION.

49. (1) Candidates for Interim First Class Grade B and Ordinary High School certificates will take the course outlined below; the course for the former certificate will emphasize those topics that relate specially to Elementary Schools and that for the latter, to the Secondary Schools.

(2) The following are the main topics of the course:

Introduction.—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of the following: Plato, Republic, Books I-IV; Quintilian, De Oratore; Vergerius, De Ingeniis Moribus; Milton, Tractate on Education; Locke, Some Thoughts concerning Education; Rousseau, Emile; Pestalozzi, How Gertrude Teaches Her Children; Herbart, The Science of Education; Froebel, The Education of Man; Spencer, Education—Intellectual, Moral and Physical; Dewey, Democracy and Education.

DETAILS OF COURSES

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Raymont: Principles of Education.

Ruediger: Principles of Education.

Adams (Ed.): The New Teaching.

Welton: What Do We Mean by Education?

EDUCATIONAL PSYCHOLOGY.

50. (1) Candidates for Interim First Class Grade B and Ordinary High School certificates will take the course outlined below; the course for the former certificate will emphasize those topics that relate especially to Elementary Schools and that for the latter, to the Secondary Schools.

(2) The following will form in the main the subject-matter of the course:

The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical elementary and high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

Books of Reference:

Ontario Normal School Manual: Science of Education.

James: Talks to Teachers on Psychology.

Judd: Psychology.

Kirkpatrick: Fundamentals of Child Study.

McDougall: Psychology.

Pintner and Paterson: A Scale of Performance Tests.

Sandiford: Mental and Physical Life of School Children.

Terman: The Measurement of Intelligence.

Thorndike: Education, A First Book.

SCHOOL MANAGEMENT AND LAW.

51. (1) Candidates for First Class Grade B certificates will take sections A and B. In this case the discussion of the topics in section B will have reference to Public and Separate, and Grade C Continuation Schools.

Candidates for Ordinary High School certificates will take sections A and B. In this case the discussion of the topics in section B will have reference to High and Continuation Schools.

For both classes of students the discussion of the topics in section A will be historical in character and brief.

DETAILS OF COURSES.

Candidates for First Class Grade A certificates will take section B. In this case the instruction in section B will have reference to the types of schools represented in the course in which the candidates are registered.

(2) The following are the main topics of the course:

A. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

B. School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations in so far as they refer to the duties of school boards, teachers, and pupils. This will be understood to include in addition the following: Public School Act, sects. 6, 7, 8, 9, 49-54, 59, 63, 66, 70-88, 101, 113, 116; Department of Education Act, sect. 28; Instructions 12, 13.

DETAILS OF COURSES.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manuals: School Organization and Management, History of Education.

Bagley: *Class Management.*

Landon: *Principles and Practice of Teaching and School Management.*

White: *School Management.*

DETAILS OF COURSES.

SPECIAL METHODS.

52. Having due regard to the certificate for which each student may be a candidate, the courses in Special Methods are intended to prepare him for his observation and practice-teaching in the various practice-schools of the Faculty of Education and for his subsequent teaching in the schools of Ontario, by leading him to adjust his work in each subject to the principles of General Method. To this end each course in Special Method will be introduced by a few lectures on the application of the principles of General Method to the teaching of the special subject. The lectures which follow will deal with the topics that appear under each subject below, and in particular with the selection and organization of the subject-matter of said subject for the various Public and Separate, Continuation, or High School forms and grades, as the case may be. In the illustration of the methodology those topics of the school courses which are most difficult of presentation will be emphasized. The principle of the correlation of studies will be one of the most important topics in each of the courses in methods. The lecturers will have always in view the provisions of the Ontario Public and Separate, Continuation, and High School courses of study.

READING.

53. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, C, and D; candidates for Interim First Class Grade A certificates (Course I) will take section B; candidates for Interim Ordinary High School certificates will take sections A, C and D.

(2) The following are the main topics of the course:

A. Introductory: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; a brief synopsis of the history of reading; the problems of reading as exemplified through present-day investigations.

DETAILS OF COURSES.

B. The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The problem of primary reading; the various methods of teaching beginners to read; merits and defects of each; the combination method as outlined in the primary reading manual; devices for securing rapid word-recognition and for fixing attention upon the thought and feeling as well as upon word forms.

C. The nature and function of silent reading; methods of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

D. Practice; voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, e.g., "The Courtis Standard Test in Reading".

Books of Reference:

Public School Manual: Primary Reading.

Ontario High School Reader.

Huey: Psychology and Pedagogy of Reading.

LITERATURE.

54. (1) Candidates for Interim First Class Grade B certificates will take section A, and section B as far as applicable to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take section A; candidates for Interim First Class Grade A certificates (Course II) will take section C; candidates for Interim Ordinary High School certificates will take section B.

(2) The following are the main topics of the course:

A. The standards of good literature; the selection of subject matter; the extensive and intensive study of literature; the importance and the method of memorizing selections; the methods of using the *Golden Rule Books*.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and

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phrases; final synthesis; final reading of the selection; the necessity for some form of self-expression; common faults on the part of both pupil and teacher and their correction; criticism by teacher and pupils.

Examinations: Difficulties of examining in literature; specimen examination questions and discussion of their suitability.

B. The standards of good literature; its value in the High School course; the principles followed in Ontario and elsewhere in arranging literature courses for Continuation and High Schools; books suitable for intensive study in the various forms or grades of the Lower and Middle School; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; High School examinations in literature; supplementary reading in the High School, its importance, selection of books, testing of reading.

C. A review of the course outlined in Section B with special reference to the teaching of literature in the Middle School.

(3) The course in literature includes practical work in Reading.

Books of Reference.

Public School Manuals: Literature, The Golden Rule Books.

MacClintock: *Literature in the Elementary School.*

Arlo Bates: *Talks on the Teaching of Literature.*

Bolenius: *Teaching Literature in the Grammar Grades and the High School.*

Carpenter, Baker, and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

GRAMMAR.

55. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, and C; candidates for Interim Ordinary High School certificates will take sections A and C.

(2) The following are the main topics of the course:

A. Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

B. Stages and Methods: The sentence; value of function; the parts of speech; their classification; inflection, use and value of the remaining inflections, substitutes for inflection; rules of syntax, their value; treatment of false syntax; use of grammatical terminology; definitions, their value, how to be applied; analysis and parsing; aim and value of elementary etymology, the derivation and composition of words. Methods of dealing with the above topics in the first presentation and in review on Forms IV-V of the Public School and in Grade C Continuation Schools.

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C. Consideration of the content and value of the course in grammar in Continuation and High Schools: The work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; advantages and limitations of the inductive method in teaching grammar in Continuation and High Schools; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

Books of Reference:

Public School Manual: Grammar.

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

COMPOSITION.

56. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, and also C as far as it refers to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take section B; candidates for Interim First Class Grade A certificates (Course II) will take section D; candidates for Interim Ordinary High School certificates will take sections A, C, and B so far as applicable to High School work.

(2) The following are the main topics of the course:

A. Introductory: The value of language training; the constructive and the interpretative phases of the study of English; present-day tendencies in the teaching of composition.

B. Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

C. The principles to be followed in arranging a High School course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded;

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criticism of essays; standards of marking; place of rhetoric in the High School course; importance of oral composition; sources of material; class procedure.

D. A review of the course outlined in section C with special reference to the teaching of composition in the Middle School of the High School.

Books of Reference:

Public School Manual: Composition and Spelling.

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

SPELLING

57. (1) Candidates for First Class Grade B and First Class Grade A (Course I) certificates will take the course in Spelling.

(2) The following are the main topics of the course:

Introductory: The problem of spelling; a brief historical study of spelling to note (a) its varying relationships to the other subjects of the curriculum, (b) the changes in content, and (c) the improvement in method; a summary of the reports of recent investigations in the subject of spelling.

Materials: General principles of selection of material for spelling; different bases for grouping words for the purpose of spelling; number of words per lesson; the place and relative value of other subjects; the spelling book, grade lists, class lists, and individual lists in providing material for the spelling lesson.

Lesson Procedure: Assignment; necessity for the close association of meaning, pronunciation, and form in spelling; how the meaning of the word should be developed; various devices for impressing the form of the word, e.g., visualization, oral spelling, transcription, syllabication, word-building, word-grouping, etc.

Tests: Relative merits and defects of the oral and the written tests.

Detection of errors: Relative merits and defects of the following means: by teacher, self-detection, by monitors, one pupil examines the work of another pupil.

Correction of errors; causes of incorrect spelling; the common types of error; prevention *versus* correction; methods of correcting errors.

The use of dictionaries.

Spelling tests, e.g., The Courtis Standard Test in Spelling.

Practical exercises in Spelling.

Books of Reference:

Public School Manual: Composition and Spelling.

Suzzallo: *The Teaching of Spelling.*

Annandale: *The Concise Imperial Dictionary.*

HISTORY.

58. (1) Candidates for Interim First Class Grade B certificates will take section A, and Section B as far as it refers to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take Section A; candidates for Interim First Class Grade A certificates (Course II) will take section C; candidates for Interim Ordinary High School certificates will take Section B.

(2) The following are the main topics of the course:

A. Introductory: The scope of history; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important.

Stages and Methods: The picture and story stage; the information stage, an introduction to history proper with emphasis on biographical and social aspects; the reflective stage; the study of causal relations and of the origin, development, and inner life of institutions.

The recitation, its forms and purpose; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; oral and written work; use of pictures, maps, readers, source books, text-books, and current journals and periodicals.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:

History of aborigines; current history; history of pioneers; local history. Characteristics of peoples.

Biography: Selection of suitable biographies for pupils of different grades.

Epochs: Systematic chronological study of history.

Civics.

Supplementary material: Significance and value of the flag. The causes and significance of the great war.

Illustration of the methods of conducting instruction in history in lessons on topics selected from British and Canadian history as prescribed for the Public Schools and Grade C Continuation Schools.

B. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

C. A review of the course outlined in Section B with special reference to the teaching of Middle School history.

Books of Reference:

Public School Manual: History.

Bourne: The Teaching of History and Civics.

Johnson: The Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

The Committee of Seven: The Study of History in Schools.

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SEMINAR IN ENGLISH AND HISTORY.

59. (1) In addition to the courses in English and History for Interim Ordinary High School certificates, students in attendance who are candidates for Interim High School Specialists' certificates in English and History or in Moderns and History will take the seminar in English and History.

(2) The following are the main topics for discussion in the seminar:
ENGLISH:

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Bolenius: Teaching Literature in the Grammar Grades and High Schools.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Hosic: Reorganization of English in Secondary Schools (Bulletin No. 2, 1917, Bureau of Education).

Articles in "The English Journal".

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Allen: The Place of History in Education.

Johnson: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Langlois and Seignobos: Introduction to the Study of History.

Dunn: Social Studies in Secondary Education (Bulletin No. 26, 1916, Bureau of Education).

Articles in "The History Teachers' Magazine".

ARITHMETIC.

60. (1) Candidates for Interim First Class Grade B certificates will take Sections A, B, C, and D; candidates for Interim Ordinary High School certificates will take sections C and D; candidates for Interim First Class Grade A (Course I) certificates will take Sections A and B.

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(2) The following are the main topics of the course:

A. Introductory: A brief study of present-day movements in Arithmetic: the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

B. Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

The various arithmetical operations and their application, with special stress upon the methodology of the elementary work.

Counting, addition, subtraction, multiplication, division; use of tables; order of exercises; tests.

Tests: Arithmetic tests, *e.g.*, the Courtis Standard Test in Arithmetic.

C. Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

D. Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Books of Reference:

Public School Manual: Arithmetic.

McMurry: *Special Method in Arithmetic.*

Schultze: *The Teaching of Secondary Mathematics.*

Smith: *The Teaching of Elementary Mathematics.*

Suzzallo: *The Teaching of Primary Arithmetic.*

Young: *The Teaching of Mathematics.*

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ALGEBRA.

61. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Interim Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take Section B.

(2) The following are the main topics of the course:

A. Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

B. The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Books of Reference:

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

GEOMETRY.

62. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Interim Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take section B.

(2) The following are the main topics of the course:

A. Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration;

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methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

B. The method of dealing with the more important propositions and exercises in the remainder of the authorized text.

Books of Reference:

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

63. (1) In addition to the courses in Mathematics prescribed for the Interim Ordinary High School certificate, the student who is a candidate for an Interim High School Specialist's certificate in Mathematics will take the seminar in Mathematics as defined below, and the student who is a candidate for an Interim High School Specialist's certificate in Mathematics and Physics will take the seminar in Mathematics, together with such portions of the seminar in Science as the instructors therein may direct.

(2) The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

64. (1) Candidates for Interim First Class Grade B certificates will take Sections A, B, C, D and E; candidates for Interim Ordinary High School certificates will take sections A, C, D and E; candidates for Interim Grade A (Course I) certificates will take section B.

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(2) The following are the main topics of the course:

A. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

B. Elementary Geography: Method of treatment; home geography; observation work; excursions for the study of local geography; definitions.

C. Regional geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

D. Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

E. Physical Geography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Wallis: The Teaching of Geography.

Chisholm: Handbook of Commercial Geography.

Lake: Physical Geography.

Andrew: A Text-book of Geography.

NATURE STUDY.

65. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take Sections A, B and C.

(2) The following are the main topics of the course:

A. The scope of nature study; relation to other subjects of the course of study for Public Schools; various aims; relation of nature study to rural life; books on nature study.

B. Material of nature study; distribution of time between formal lessons and observational work; methods of conducting observational work; records of periodical natural phenomena; collections, excursions, aquaria, vivaria; use of books, charts, pictures, museum specimens, etc., school museum.

C. The methods of conducting instruction in Nature Study discussed and illustrated in lessons on topics difficult of presentation.

Books of Reference:

Public School Manual: Nature Study.

Bailey: The Nature Study Idea.

Comstock: Handbook of Nature Study.

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ELEMENTARY SCIENCE.

66. (1) Candidates for Interim First Class Grade A (Course I) and Grade B certificates will take this course.

(2) The course in Elementary Science is an extension of the course in Nature Study into more formal work in Science and a preparation for the still more formal work in the Physics and Chemistry of the Middle School course and the Biology of the Upper School course.

(3) The following are the main topics of the course:

Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Woodhead: The Study of Plants.

Gregory and Simmons: Lessons in Science.

SCIENCE.

67. (1) Candidates for Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A certificates (Course II) will take Section B.

(2) The following are the main topics of the course:

A. The course in Elementary Science prescribed under that heading.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

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Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

68. (1) In addition to the course in Science prescribed for Interim Ordinary High School certificates, candidates for Interim High School Specialists' certificates in Science will take the seminar in Science.

(2) The following are the main topics for consideration in the seminar:

Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physical geography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of

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flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

CLASSICS (LATIN AND GREEK).

69. (1) Candidates for Interim First Class Grade B certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take Section C; candidates for Interim Ordinary High School certificates will take Sections A and D.

(2) The following are the main topics of the course:

A. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

B. Pronunciation; oral reading, sight reading, and English translation of the first reading lessons in the High School Latin or Greek Book; general principles of word-structure and sentence-structure; word order; special topics of inflection and syntax included in the earlier lessons of the Latin and Greek Books; methods of teaching the parts of a lesson, the subject matter, the vocabulary, and the exercises.

C. Oral reading, sight reading, and English translation prescribed for Normal Entrance or Pass Matriculation; special topics of inflection and syntax included in the later lessons of the Latin and Greek Books.

D. Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

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Books of Reference:

- Bennett: The Teaching of Latin.
 Chickering and Hoadley: Beginner's Latin by the Direct Method.
 Crawford: On Pronouncing Latin.
 Hale: The Art of Reading Latin.
 Westaway: Quantity and Accent in the Pronunciation of Latin.
 Bristol: The Teaching of Greek.
 Thompson: Homeric Grammar.
 Goodwin: Greek Grammar.
 Goodell: Greek Grammar.
 Arnold: On Translating Homer.

SEMINAR IN CLASSICS.

70. (1) In addition to the work in Classics required from candidates for Interim Ordinary High School certificates, students who are candidates for Interim High School Specialists' certificates in Classics will take the seminar in Classics.

(2) In the seminar in Classics topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

- Bennett and Bristol: The Teaching of Latin and Greek.
 Johnson: Pamphlets on the Teaching of Caesar and Vergil.
 Hale: Pamphlets on the Art of Reading Latin.
 Articles in the "Classical Journal".

FRENCH AND GERMAN.

71. (1) Candidates for First Class Grade B certificates will take sections A, C, E, F, G (a), H (a). The instruction in this course will be limited to the French language.

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Candidates for Ordinary High School or First Class Grade A certificates (Course II) will take the whole course as outlined. The instruction in this course will be based upon the French or the German language as the candidate may elect.

(2) The following are the main topics of the course:

A. Introductory: Importance of the study of a modern language; aims of the study; general instructions in regard to conducting classes with the purpose of helping the student to profit from observation lessons.

B. History of methods; consideration of methods formerly employed or still in vogue; the beginnings of modern language study; the Grammar method; the Natural method; the Reading method; the Psychological method of Gouin; the Direct method as used at present in Great Britain and other countries.

C. Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

D. Pronunciation: Study of phonetics; the international phonetic alphabet; phonetic texts and dictionaries; drill in pronunciation; oral work; conversation.

E. Elementary Classes: Classes conducted without a text-book; the study of sounds; conversation lessons; how to make use of the objects of the classroom, pictures, and drawings; value of unison work; variety and interest; dictation; note-books and their correction; books and pictures; necessity for thorough drill.

F. Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

G. Special review lessons upon certain topics in Grammar as follows: (a) Elementary Grammar, covering the work done in the Lower School of the High School or in Grade C Continuation School. (b) More advanced Grammar, covering the work done in the Middle School of the High School, or in Grade A or Grade B Continuation School.

H. Translation into English; when to introduce a Reader; the grammatical preparation necessary; idiomatic translation; methods of conducting the recitation. Special consideration of selected passages from the texts as follows: (a) The portion of the Reader usually studied in the Lower School of the High School and in Grade C Continuation School. (b) The Authors prescribed for Junior Matriculation.

I. Advanced work to be based on models; free reproduction; original essays by the pupil; writing of letters; methods of correction; training in the use of the dictionary and of other aids.

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J. Bibliography: Students will be furnished with the addresses of the best houses which publish books of interest and value to the teacher. Lists will be given of the best books regarding grammar, oral work, pronunciation, manners, customs; dictionaries, and general literature.

Books of Reference:

- Jespersen: How to Teach a Foreign Language.
- Brebner: Teaching of Modern Languages in Germany.
- Bahlsen: Teaching of Foreign Languages.
- Breul: Teaching of Modern Languages.
- Savory and Jones: Sounds of the French Language.
- Dumville: French Pronunciation.
- Vietor: German Pronunciation.
- Heath: Report of the Committee of Twelve.
- Bagster-Collins: The Teaching of German.

SEMINAR IN FRENCH AND GERMAN.

72. (1) In addition to the work in French or German required from candidates for the Interim Ordinary High School certificate, candidates for the Interim High School Specialist's certificate in French and German or in Moderns and History will take this seminar.

Having regard to conditions in the High Schools, the discussions in this seminar will have reference in the main to the French language and will be adjusted to the needs of the candidates whose academic courses included Spanish in lieu of German.

(2) The seminar will lay special stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Jespersen: How to Teach a Foreign Language.

DETAILS OF COURSES.

Books of Reference.—Continued

Rippman: Elements of Phonetics.

Savory and Jones: Sounds of the French Language.

Sweet: Practical Study of Languages.

Walter: Zur Methodik des neusprachlichen Unterrichts.

VOCAL MUSIC.

62. (1) Candidates for Interim First Class Grade B, First Class Grade A, and Ordinary High School certificates will take this course. For candidates for High School certificates the instruction will be of a more advanced character.

(2) The course will be both practical and theoretical and will include:

Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

DETAILS OF COURSES.

Books of Reference:

Cringan: *The Educational Music Course.*

Cringan: *Teacher's Handbook of Tonic Sol-fa System.*

Curwen: *The Standard Course.*

Curwen: *The Teacher's Manual.*

Hardy: *How to Train Children's Voices.*

Mason: *How to Teach the Staff Notation.*

Hulbert: *Breathing for Voice Production.*

MANUAL TRAINING.

74. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

The place and purpose of manual training in the curriculum; its relation to the work of the Public School and of the High School, and to industrial education; the relation of educational value to practical utility. Class organization and management.

The equipment for urban and rural schools.

Typical forms of constructive work suitable to Forms I, II, and III of the Public School, such as elementary work in paper and cardboard, weaving, and modelling; the use of such exercises in the expression of the child's ideas and in correlation with the other subjects of the curriculum.

Modelling: Materials used, modelling natural forms, modelling as a means of expression, its use in the teaching of geographical concepts and primary reading, also of drawing and design.

Work suitable to Forms IV and V: Advanced cardboard work, portfolios, book-binding, picture mounting.

Mechanical drawing: Its use, its relation to freehand drawing and to perspective, simple exercises for practice, plans and blue prints.

Woodwork: The workshop, tools, and materials; how to take care of tools and keep them in order; woods suitable for manual training work; designing; a short course in bench-work.

Books of Reference:

Public School Manual: Manual Training.

Baxter: *Paper and Cardboard Construction.*

Dobbs: *Primary Handwork.*

Lester: *Claywork.*

Noyes: *Handwork in Wood.*

Prang: *The Manual Arts for Elementary Schools.*

HOUSEHOLD SCIENCE.

75. (1) Women students who are candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take the course given below.

DETAILS OF COURSES.

(2) The following are the main topics of the course:

Introductory: The scope of Household Science.

Equipment: The equipment for urban and rural schools.

The House: Purpose; location; general ideas concerning use and furnishing of rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; sources, food value, and digestion; analysis of common foods: milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility and flavour.

The principles of feeding during infancy and childhood.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking: boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service; preparation and serving of school lunches.

Bacteriology: Occurrence and nature of bacteria; sanitation, necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection; preservation of foods.

Home Nursing: The ideal sick-room, having regard to location, furnishing, ventilation, heating, care; care of the patient, having regard to bath, bed, clothing and food.

Hand Sewing: General rules for sewing; study and application of different stitches, seams, and hems; button-holes and sewing on buttons: repairing, darning, and patching.

Textiles: Study of four principal fibres: cotton, linen, wool and silk; their properties in relation to use; names, kinds, widths and prices of common materials; adulteration of materials.

Organization and management of class in household science; methods of teaching household science.

Books of Reference:

Ontario Public School Manuals: Household Management, Sewing, Household Management for Rural Schools.

Danniels: Furnishings of a Modest Home.

Greer: Food and What It Does.

Jones: Lessons in Elementary Cooking.

Lincoln: The School Kitchen.

Walker: Manual of Needlework and Cutting-Out.

SEMINAR IN HOUSEHOLD SCIENCE.

76. (1) Candidates for Interim High School Specialists' certificates in Household Science will take the seminar in Household Science.

(2) The seminar will deal with the following main topics: The relation of household science to the other subjects of the curriculum; the effect of the teaching of household science upon the life of the community;

DETAILS OF COURSES.

household science in the Public School, in the High and Technical Schools and in the University; accommodations and equipment for household science work in the various types of schools; courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

Ontario Public School Manuals: Household Management, Sewing.

Hutchinson: Food and Dietetics.

Lincoln: The School Kitchen.

McGlanfin: Handicraft for Girls.

Wilson: Handbook of Domestic Science and Household Art.

WRITING.

77. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

Methods: Various styles of penmanship, their advantages and their disadvantages, and their relative importance; the child's difficulties in mastering writing; the earliest lessons and the work preliminary to formal writing; the steps in the lessons and the standards in the intermediate and the senior grades; the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises: right posture and penholding; the eye and its control of penmanship: importance of good writing materials; formal drills: various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the proper formation of the small and capital letters and the figures; the chief defects in children's penmanship, their causes, detection and thorough correction; individual *versus* class errors; treatment of pupils having some physical disability; uniformity of attainment in a class, its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the grades; formation of a characteristic hand; economizing time; use of standard charts for judging writing.

Practical exercises in writing. These exercises may vary in character and extent with the needs of the individual student.

Books of Reference:

Ontario Public School Manual: Writing.

The Ontario Writing Course.

ART.

78. (1) Candidates for Interim First Class Grade B and Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

DETAILS OF COURSES.

THEORY AND PRACTICE:

A. Representation: Freehand drawing in outline and in values: The use of the pencil, and of the brush; the drawing of straight lines, of circles and ellipses, of squares and rectangles; the drawing of common flat objects, such as grasses, leaves, plates, fans, a checkerboard; the drawing of simple objects in the flat only, such as toys, jars, trees, houses; the principles of freehand perspective as illustrated in the drawing of the cylinder and the cone, the rectangular prism and the square pyramid, and of common objects founded upon these simple models; the effect of light upon objects; the neutral value scale; the drawing of common objects in light and shade; the drawing of cast shadows; the principles of good composition; the drawing of groups of objects showing good composition; the drawing of simple landscapes; the illustrating of games, occupations, stories, quotations; pose drawing of children, the drawing of common birds and domestic animals.

Freehand drawing in colour: The use of water colours and coloured crayons; the making and applying of simple washes; the study of colour, the primary, secondary, and complementary colours; hues of colour; tones of colour; the graying of colours; colour harmony; the representation in colour of leaves, grasses, flowers, fruits, trees, and common objects; simple landscape drawing; illustration.

Exercises in time drawing, and in memory drawing.

Blackboard drawing: Its importance to the teacher; rapid illustrative sketches in white, black, and coloured crayons on the blackboard and on large sheets of paper.

Elementary mechanical perspective.

Elementary modelling in clay and plasticine.

B. Design and Lettering: The principles of rhythm, balance, and harmony in decorative design; the use of natural and geometric forms in design; the use of historic ornament in design.

The making of surface designs to be applied to useful purposes, such as borders, surface patterns, festival cards, menus, programme covers, book covers, posters, etc.

The carrying out of designs in neutral values and in colour.

The formation of single stroke letters and figures with the freehand.

Lettering with the freehand and with mechanical aids; the principles of good spacing; the formation of Gothic and of standard Roman capitals; modifications of them for decorative purposes.

The study of school and home furnishing and decoration.

C. The Study of Masterpieces and of the History of Art: The study of pictures; the study of architecture; the study of sculpture.

A concise outline of the history of art.

Methods: Methods of teaching art in the Public and Separate Schools.

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Books of Reference:

Ontario Teachers' Manual: Art.
Prang's Art Education for High Schools.
Crane: Line and Form.
Cross: Light and Shade:
Dow: Composition.
Branch: Design.
Cross: Colour.
Norton: Freehand Perspective and Sketching.
Whitney: Blackboard Drawing.
Caffin: Guide to Pictures.
Sturgis: The Appreciation of Pictures, Architecture, Sculpture.

HYGIENE.

79. (1) Candidates for Interim First Class Grade B and Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

School and Home Hygiene: School sanitation; home sanitation; common facts of bacteriology; general instruction for the detection of communicable diseases; provisions of the Ontario Public Health Act and Regulations so far as they refer to pupils, teachers, and school boards.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body; spinal curvature—its causes. Digestive system: foods; care of teeth; saliva. Physiology of respiration and circulation; skin and other depuratory organs; hair, nails, bathing, clothing, etc. Muscles: relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and over-work; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Physical Defects of the Eye: Affections of eyes due to improper school accommodations; colour blindness; tests for defective vision. Ear, nose, and throat troubles causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Books of Reference:

Ontario Public Health Act and Regulations.
Allen: Civics and Health.
Gulick: Hygiene Series.
Martin: The Human Body.
Health Series of Physiology and Hygiene.

DETAILS OF COURSES.

PHYSICAL CULTURE.

80. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Ordinary High School Assistant's and Interim First Class Grade A (Course II) certificates will take Section B. Each of Sections A and B includes the work for the Strathcona Grade B certificate.

(2) The following are the main topics of the course:

A. Effects of physical culture; its hygiene; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; the exercises in Series A, B, and C, of tables 1-72 of *The Syllabus of Physical Exercises for Schools*; supplementary physical exercises; abdominal exercises, skipping exercises, dancing steps; indoor and outdoor games; classroom exercises; corrective exercises; dress suitable for the exercises; calisthenics and drill.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for the Playground, Home, School, and Gymnasium.

Kimmons: Guild of Play Book. Parts I, II, III.

Mari Hofer: Popular Folk Games and Dances.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

B. PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

DETAILS OF COURSES.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Corsan: At Home in the Water.

Chalif: Chalif Text-book of Dancing.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

DEGREES IN PEDAGOGY.**GENERAL INFORMATION.**

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in education, while they have also become more professional in purpose; and the examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees.

By a joint arrangement with the Faculty of Education of Queen's University Summer Courses of instruction for candidates for degrees in Pedagogy are offered as follows:

In the summer of 1919 in the Science of Education and in the History of Education at Queen's University.

In the summer of 1920 in Educational Psychology and in School Administration at the University of Toronto.

DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (a) a degree in Arts or Science, not being an honorary degree, from any university in the British Dominions; and (b) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education and Educational Systems, and Educational Administration and Organization.

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

5. The examination shall be held in February at the University of Toronto or in any other locality in the province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of

DEGREES IN PEDAGOGY.

January of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee is \$10 for the full examination or \$3 for each subject if taken separately. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination as the case may be.

7. The work in each subject may be taken and will be examined on separately. On the report of the Instructors concerned, a maximum of 50% of the marks for the final examination in any subject may be assigned to the work of the candidate in that subject at a Summer Session. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

A maximum of 50 per cent. of the marks for the final examination in any subject may be assigned on the report of the instructor on the work of the candidate in that subject at a Summer Session.

8. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References :—Alexander. A Short History of Philosophy.

Bagley. The Educative Process.

Dewey. { The School and Society.
 { The School and the Child.

Mac Cunn. The Making of Character.

Ruediger. Principles of Education.

Spencer. Education.

Watson. Outlines of Philosophy.

(ii) Educational Psychology. (Two papers.)

References :—Hall. Aspects of Child Life.

McDougall. Physiological Psychology. (New ed.).

Parker. Methods of Teaching in High Schools.

Pillsbury. Essentials of Psychology.

Sandiford. Mental and Physical Life of School Children.

Titchener. Textbook of Psychology.

(iii) The History of Education and Educational Systems. (Two papers.)

DEGREES IN PEDAGOGY.

References:—Davidson. Rousseau and Education according to Nature.
 De Garmo. Herbart and the Herbartians.
 Fletcher and Welton. Froebel's Chief Educational Writings.
 Freeman. Schools of Hellas.
 Graves. History of Education (3 vols.).
 Green. Pestalozzi's Educational Writings.
 Monroe. Textbook in the History of Education.
 Monroe. Comenius.
 Monroe. Source Book for the History of Education.
 Parker. History of Modern Elementary Education.
 Wilkins. Roman Education.
 Woodward. Vittorino da Feltre.

(iv) Educational Administration and Organization, including an examination of the outlines of the present-day educational systems of Germany, France, England, and the United States. (Two papers.)

References:—Bolton. The Secondary School System of Germany.
 Brown. American High Schools.
 Butler. Education in the United States.
 Dutton & Snedden. Administration of Education in the United States.
 Farrington. The Public Primary School System of France.
 Farrington. French Secondary Schools.
 Monroe. Cyclopedia of Education.
 Sandiford: (editor). Comparative Education; Studies of the Educational Systems of Six Modern Countries.
 Seeley. The Common School System of Germany.

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions:

1. The candidate shall hold a degree in Arts or Science, not being an honorary degree, from a University in the British Dominions and a first class or High School Assistant's certificate or its equivalent.

2. Before he completes the examinations for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is \$10.

DEGREES IN PEDAGOGY.

4. After the examinations of February, 1919, no candidate for the degree of D.Paed. will be admitted to the examination in any subject of the course who has not attended a Summer Course (or its equivalent) in that subject; but this section shall not apply to any candidate who had passed an examination in any subject of the course prior to May, 1918.

5. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education, and Educational Administration and Organization. He shall also submit on or before November 1st, a thesis on some educational topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis.

6. The examination, which may be taken as a whole or separately in subjects, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's degree.

7. Candidates who possess partial standing in the D. Paed. courses may, with the consent of the Council of the Faculty of Education, have that standing applied in qualification for the B.Paed degree.

8. The fee for the whole examination is \$10, and for each subject, when taken separately, \$3. The fee for the degree is \$25. All fees shall be paid to the Bursar with the applications.

9. *Subjects of Examination.*

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

References:—Adams. Evolution of Educational Theory.

Bosanquet. Education of the Young in Plato's Republic.

Bosanquet. Philosophic Theory of the State.

Cooley. Human Nature and the Social Order.

Croce. Philosophy of the Practical (trans. Ainslie).

Dewey. Schools of To-morrow.

Everett. Moral Values.

MacIver. The Community.

Todd. Theories of Social Progress.

Wallas. The Great Society.

Wallas. Human Nature in Politics.

DEGREES IN PEDAGOGY.

(ii) Educational Psychology. (Two papers.)

References:—Hall. Adolescence. 2 vols.

Huey. Psychology and Pedagogy of Reading.

James. Principles of Psychology. 2 vols.

Judd. Psychology of High School Subjects.

Ladd & Woodworth. Elements of Physiological Psychology.

McDougall. Social Psychology.

Rugg. Statistical Methods applied to Education.

Terman. The Measurement of Intelligence.

Thorndike. Educational Psychology. 3 vols.

(iii) The History of Education and Educational Systems from 1800 to the present day, with special reference to Germany, France, Great Britain, the United States, and Ontario. (Two papers.)

References:—Balfour. The Educational Systems of Great Britain and Ireland.

Birchenough. History of Elementary Education in England and Wales.

Brown. The Making of our Middle Schools.

Coleman. Public Education in Upper Canada.

Dexter. History of Education in the United States.

Farrington. The Public Primary School System of France.

Farrington. French Secondary Schools.

Findlay. Arnold at Rugby.

Fletcher & Welton. Froebel's Chief Educational Writings.

Graves. History of Education (vol. 3).

Green. Pestalozzi's Educational Writings.

Green. Life and Works of Pestalozzi.

Herbart. Outlines of Educational Doctrine (Lange and De Garmo).

Monroe. Textbook on the History of Education.

Parker. History of Modern Elementary Education.

Paulsen. German Education, Past and Present.

Putman. Egerton Ryerson and Education in Upper Canada.

Russell. German Higher Schools.

Spencer. Education.

Candidates are also advised to consult, if accessible, the following:

The Special Reports of the English Department of Education.

The Reports of the United States Commissioner of Education.

Barnard. American Journal of Education.

The Reports of the Minister of Education, Ontario.

Monroe's Cyclopedia of Education, Hodgins' Documentary History of Education in Upper Canada, Canada and its Provinces, vol. xviii.

DEGREES IN PEDAGOGY.

(iv) Educational Administration and Organization in Germany, France, England, and the United States, and with special reference to the administration and organization of education in Ontario. (Two papers.)

- References:*—Brown. The Training of Teachers for Secondary Schools.
Burstall and Douglas. Public Schools for Girls.
Cubberley. Public School Administration.
Farrington. The Public Primary School System of France.
Farrington. French Secondary Schools.
Johnson. High School Education.
Kandel. Elementary Education in England.
Kandel. The Training of Elementary Teachers in Germany.
Monroe. Principles of Secondary Education.
Norwood and Hope. Higher Education of Boys in England.
Ontario. The Acts, Regulations, Instructions of the Department of Education.
Sandiford: (Editor). Comparative Education: Studies of the Educational Systems of Six Modern Countries.
Sandiford. The Training of Teachers in England and Wales.
Seath. Education for Industrial Purposes.
Snedden. Problems of Secondary Education.
Strayer and Thorndike. Educational Administration, Quantitative Studies.

(Candidates are advised to consult, if accessible, the Special Reports of the Board of Education, England; the Reports and, in particular, the Bulletins of the United States Commissioner of Education, the Reports of the Minister of Education, Ontario: and Monroe's Cyclopedia of Education.)

FACULTY OF EDUCATION.

LIST OF STUDENTS REGISTERED FOR SESSION, 1918-19.

First Class Grade B Course.

Agar, W.....	Ridgetown	Darling, Elizabeth I.....	Bradford
Allison, Catherine.....	St. Eugene	Davidson, C. F.....	Aylmer
Ames, V. N.....	Collingwood	DeHart, Nora.....	Barrie
Amos, Jessie E.....	Mt. Forest	DeLaplante, Frances.....	Owen Sound
Anderson, Mary E.....	Acton	Denike, Ruth L.....	Norham
Armstrong, Olive V.....	Bolton	Dodds, Irene I.....	Perth
Awde, F. Ina.....	Dunnville	Dodds, Ruth N.....	Belmont
		Donald, R. B.....	Thedford
		Dunlop, E. Eileen.....	Aylmer West
Baile, J. A.....	Galt	Eade, W. E.....	Fort William
Baird, Kathrynne.....	Mull	Echlin, Gladys M.....	Hamilton
Ball, Isabella L.....	Harriston	Edmonds, Ruth L. M.,	St. Catharines
Barnby, E. Jean.....	Springfield	Edwards, Mabel.....	Ottawa
Beacon, E. C.....	Toronto	Ellerby, M. Irene.....	Toronto
Belfry, Elsie F.....	Bradford	Elliott, Gladys S.....	Tweed
Bennett, Mary A.....	Midland		
Benson, Gena M.....	Picton	Fair, G. Elizabeth.....	Bervie
Benson, H. J.....	Rothsay	Ferguson, Doris.....	Chatham
Betts, Marion I.....	Tillsonburg	Findlay, Dorothy M. B....	Toronto
Bishop, May.....	New Hamburg	Forster, Margaret B.....	Watford
Bole, C. L.....	Woodville	Fowler, A. C.....	Wingham
Bovair, Evelyn D.....	King	Fox, Hilda L.....	Collingwood
Brewer, Mildred E.....	Bothwell	Fox, J. H.....	Lambeth
Brokenshire, Rheta E....	Lindsay	Francis, G. C.....	Putnam
Brooks, E. F.....	London	Fuller, Helen R.....	Brantford
Brown, H. W.....	Belmont		
Brown, J. S.....	Toronto	Gardiner, Euphemia A., Mt. Forest	
Brydon, E. Hope.....	Guelph	Gerrie, Margaret A.....	Ingersoll
Burns, Helen A.....	Caledonia	Gibb, Moyna B.....	Blenheim
Bush, J. A.....	Toronto	Girven, May M.....	Bowmanville
		Goldblatt, Ray.....	Owen Sound
Caldwell, Mary A.....	Waterford	Gowdy, D. M.....	Limehouse
Campbell, S. Jean.....	Ottawa	Gray, M. A. Verlie.....	Merlin
Cannom, L. Velma R.....	Canton	Green, G. Muriel.....	Owen Sound
Chambers, C. F.....	Fenelon Falls	Green, Myrtle E.....	Cargill
Church, Clara A.....	Galt	Gregg, Hazel V.....	Uxbridge
Clipperton, J. W. H.....	Toronto		
Coburn, Lillian I.....	Bradford	Haines, Muriel D.....	Cheitenham
Cole, M. E. Ruth.....	Brantford	Halstead, Helen J.....	Peterboro
Colhoun, Annie I.....	Alvinston	Hanes, Marion E.....	Hamilton
Collin, L. J.....	Peterboro	Harvey, Florence M....	St. Thomas
Connell, Constance L....	Newcastle	Hayes, Thelma E.....	Aurora
Corlett, Etta M.....	Ruthven	Heisey, K. B.....	Markham
Corneil, Joy.....	Omeme	Henderson, B. Fern.....	Whitby
Coulson, R. H.....	Toronto	Hetherington, Verna L.,	St. Catharines
Coulter, Gladys I.....	Chapman	Hibbard, Olive L.....	Ridgeway
Coumans, Melinda M....	Chepstowe	Hicks, Olive M.....	Allanburg
Craven, H.....	Guelph	Hodd, Edith M.....	Hamilton
Cringle, W. J.....	Mt. Forest		
Crone, Margaret J.....	Toronto		
Crosby, M. E. Blanche..	Markham		
Cushnie, John.....	Mt. Forest		

Holmes, Myrtle O.....	Paris	Moncrieff, Margaret R.....	Toronto
Houser, Florence.....	Humberstone	Moote, Dorothy M.....	Dunnville
Howard, W. R.....	Toronto	Morris, C. M.....	Cobourg
Howell, Fannie E.....	Fonthill	Muckle, Leata W.....	Blenheim
Hughes, T. J.....	Toronto	Mummery, Rita E.....	Hamilton
Humphries, Gladys E....	Hastings	Munro, E. Pearl.....	Collingwood
Jackson, L. C.....	Brussels	Nephew, Ruth M.....	Kincardine
Jarvis, Beatrice E.....	Hamilton	Neven, Marie C.....	Dublin
Johnston, Jessie V.....	Clifford	Nicol, Gladys.....	Agincourt
Jourdan, Harriett E.,	Newtonbrook	Nolan, Mary E.....	Bowesville
Kearney, Winnifred A....	Toronto	Norris, D. A.....	Penetang
Kelk, Gladys G.....	Hamilton	Nott, Mary A.....	Fingal
Kelly, Helen L.....	Ingersoll	Nutting, Rowena E....	Uxbridge
Kennedy, Florence I....	Hornby	Ostrander, W. A.....	Arthur
Kerr, Jessie I.....	Toronto	Parker, Marguerite F....	Caledonia
Kindree, J. S.....	Cayuga	Parrott, Leta D.....	Uxbridge
Kingston, E. F.....	Forest	Parson, Dorothy F. M...	Otterville
Knox, Mary E.....	Orono	Paterson, R. E.....	Rodney
Langdon, C. V.....	Brighton	Penfold, Bessie G.....	Guelph
Langdon, R.....	Bracebridge	Pettypiece, F. G. L.....	Forest
LaPiere, Marie E.....	Sarnia	Philpot, E. Viola.....	Tara
Leavitt, Irene....	Caledonia Springs	Pollock, E. Jean....	Norval Station
Mackay, Laura A....	Woodstock	Pretty, Elsie I.....	St. Thomas
MacKay, Mildred M.....	Milton	Radford, Alicia A....	Smithville
MacKenzie, Mattie H....	Mitchell	Rankin, A. Olive.....	Seaforth
MacLachlan, Helen.....	Mohawk	Raymond, Ursula.....	Toronto
MacMillan, D. D.....	Belmont	Reinke, Edna H.....	Ancaster
Malcolm, Dorothy.....	Hamilton	Ridley, Marion J.....	St. Mary's
Malcolm, Marjorie....	Shanty Bay	Roberts, Mary G.....	Actinolite
Mansz, Thusnelda M.,	New Hamburg	Roe, Laura J.....	Brantford
Mark, Jetta M.....	Parkhill	Rose, Alta I.....	Frankford
McCulley, J.....	St. Thomas	Ryckman, Irene M....	St. Thomas
McCullough, Mary.....	Renfrew	Sargeant, Vera M.,	Sault Ste. Marie
McDougall, M. Evelyn...	Petrolea	Sauve, Dora M.....	Chesterville
McGahey, Ruth M.....	Lindsay	Savery, Lillian M....	Starkville
McGee, Marjorie E....	Chesterville	Schofield, Muriel M....	Oshawa
McIntyre, A. F.....	Owen Sound	Scott, Alice E.....	Belwood
McKechnie, Mary E.....	Erin	Scott, M. M. Jean.....	Forest
McManus, Celestine E....	Watford	Scott, O. Muriel.....	Aurora
McNabb, Elinor.....	Melbourne	Secord, Rachel A.....	Guelph
McNichol, Nellie F....	Dunnville	Settingington, Ona A..	Leamington
McTaggart, A. N.....	Harriston	Shantz, Marie.....	Waterloo
McWilliam, Mary M.	Guelph	Skeoch, Sarah.....	Fergus
Melick, Anna.....	Dunnville	Skuce, Vera L.....	Lindsay
Metherell, Annie C.....	Toronto	Sloman, Fred.....	Clinton
Michener, Jessie M....	Dunnville	Smith, F. Mydra.....	Chatham
Middleton, Jean.....	Clinton	Smith, Helen K.....	Niagara Falls
Middleton, Maud.....	Uxbridge	Snell, Blanche E.....	London
Miller, M. Olive.....	Uxbridge	Sprague, Lottie S.....	Keswick
Mills, Electa M.....	Kemptville	Squire, E. V.....	Watford
Mitchell, Elizabeth M. S..	London	Start, Isabel S.....	Tara
Moloney, Teresa.....	Peterboro'		

Steele, Lillian O. Mt. Forest
 Stevenson, Muriel G. Renfrew
 Stewart, Mabel W. Almonte
 Strong, Harriet E. Perth
 Stuebing, A. Margaret. Canboro

Tanner, W. W. Paisley
 Taylor, N. A. Belmont
 Thompson, Annie M. Almonte
 Todd, Hazel A. Kemptville
 Torrie, W. A. Orangeville
 Tryon, Margaret J. Priceville
 Turnbull, Mabel E. Seaforth
 Turnbull, Ella W. Seaforth
 Turner, Ethel J. Fergus
 Turner, Helen M. Barrie

Usher, Zella G. Cobourg

Van Allen, K.C. Belleville

Walker, Mary H. Niagara Falls
 Walker, Minnie R. Toronto
 Webster, Cecile S. Smith's Falls
 Weekes, F. S. Smith's Falls
 Wells, Jessie M. E. Walkerton
 Welsh, S. R. Moira
 Wesley, Caroline. Newmarket
 Westbrook, Daisy. Brantford
 White, Mary E. Tara
 Wiles, Helen E. Brantford
 Williams, Grace E. Sunderland
 Williams, M. M. Markham
 Wright, Myrtle M. Chesley

First Class Grade A Course.

Brothers, Muriel. Brussels

Edgar, Margaret. Toronto

Crawforth, Sarah. Whitby

Nolan, Anastasia (Sr. Alexis)
 Peterboro

Course for Ordinary High School Certificates.

Appleyard, Edith M. Woodstock
 Archibald, Bertha R. Toronto
 Armour, Elizabeth F.,

Campbellford
 Black, Lillian M. Toronto
 Blatchford, D. H. Listowel
 Bridgman, Norma E. Welland
 Buchanan, Ruth C. Galt

Child, Mabel C. Toronto
 Cook, C. C. Streetsville

Dexter, Lillian E. Toronto
 Dinsmore, H. B. Thornbury
 Draper, Muriel L. London

Finch, Ethel B. St. Marys
 Foulds, F. E. Toronto

Giegerich, Laura C. Kaslo, B.C.
 Greenaway, C. R. Toronto

Hamilton, G. G. Toronto
 Hart, N. C. Reaboro
 Haskett, Constance A. Simcoe
 Helmkay, Dora L. Creemore
 Helmkay, I. Beatrice. Creemore
 Henry, Mamie E. Thornton
 Hood, Annie I. Stayner
 Hooker, I. Aletha. Scotland

Isaac, J. Durham
 King, R. H. Toronto
 Klinkhamer, Rose E. Dublin

Long, Irene. Toronto

MacKay, Helen J. Owen Sound
 Maus, Adah. Paris
 McCullough, Charlotte S. Harriston
 McDougall, Jean L. Ottawa
 McLellan, R. F. Toronto
 McMahan, Laura M. Milford
 McNair, Alice A. Elgin Mills
 McReavy, F. J. Hamilton
 Myers, Eva I. Toronto

Pearson, Florence E. Gore Bay

Rae, Margaret. Toronto
 Roach, Edith E. Laurel

St. John, Helen B. Toronto
 Schultz, M. L. Toronto
 Sherrin, Marjorie L. Souris, Man.
 Sillers, Annie M. Walkerton
 Sinclair, Muriel G. Toronto
 Skene, M. Vera. Havelock
 Smith, H. Kathleen. Toronto
 Strangways, Ruth E. A. Toronto
 Stuart, Norma K. Mitchell

Talbot, Constance M.....	Grimsby	Wallace, P. A. W.....	Toronto
Taylor, Grace J.....	Fairbank	Way, W. S.....	Forest
Turville, A. Dorothy,	London West	Wiley, Nora R.....	Toronto
Walker, May.....	Toronto	Yourex, Isabelle C.....	Toronto

Courses for Specialists.

Baillie, Grace S. T.....	Toronto	Ireland, N. J.....	Peterboro
Brothers, Muriel.....	Brussels	Jennings, F. C.....	Toronto
Cameron, J. M.....	Toronto	McCrimmon, L. R.....	Stratford
Campbell, A. D.....	Kerwood	McEown, Ruth.....	Toronto
Cook, Marjorie.....	Meaford		
Edgar, Margaret.....	Toronto	Robb, G. W.....	Markham
Ewing, C. M.....	Ringwood	Ross, Frances C.....	Cobourg
Found, Ada C.....	Toronto	Smith, N. F.....	Guelph
Hair, Margaret.....	Waterford	Thoms, Ida M. H.....	Toronto
Hartley, F. C.....	Brantford	Twomey, Genevieve.....	Toronto
Hately, M. Enid.....	Brantford		

Course for the Ordinary Certificate in Household Science.

Abernethy, Velma M.....	Beeton	MacDonald, Jean A. C.,	
Auld, Dorothy I.....	Regina		Wallaceburg
		Marshall, Bertha F.....	Regina
Curry, Lillian D.....	St. John, N.B.	McColl, Margaret.....	Regina
Earnshaw, Annie.....	Toronto	Potts, Florence A.....	Toronto
Ferguson, Elsie.	Richard's Landing	Silver, M. Armored.....	Toronto
		Sutherland, Christena M.,	Scotsburn
Hutchinson, Mary A.,	Mallorytown	Troy, Gertrude.....	London
Jenkins, Dorothy.....	Aurora	Upshall, Martha H.....	London

Courses for Degrees in Pedagogy.

Althouse, J. G.....	Galt	Dunlop, W. J.....	Toronto
Armstrong, G. H.....	Toronto	Dunnett, A. H.....	Toronto
Ballard, M. R....	Moose Jaw, Sask.	Evans, G. E.....	Napanee
Barnes, C. L.....	Toronto	Firth, Thos.....	Lindsay
Brown, G. A....	Prince Albert,	Forrester, J. W.....	Winchester
	Sask.	Froats, W. C.....	Carleton Place
Caldwell, Alex.....	Cornwall	Gibbard, A. H....	Moose Jaw, Sask.
Campbell, J. D.....	Stratford	Goldstick, I.....	London
Chisholm, W. I.....	Peterboro		
Daniher, E. L.....	Toronto	Hamilton, D. E.....	Toronto
Dee, A. A. (Bro. Austin)...	Aurora	Hedley, R. W....	Edmonton, Alta.
Devitt, S. G....	Hamilton		

Hofferd, G. W.....	London	Morgan, J. J.....	Edmonton, Alta.
Hume, W. E.....	Toronto	Moshier, D. D.....	Toronto
Hunter, J. H.....	Coaticook, Que.	Murch, N. L.....	Toronto
Jennings, W. A.....	Toronto	Nivins, Charles.....	Regina, Sask.
Kerr, Martin.....	Hamilton	Patterson, A. M.....	Toronto
Lock, E. H., New Westminster,		Quance, F. M.....	Regina, Sask.
	B.C.	Radcliffe, S. J.....	Toronto
Lockett, H. G.....	Ingersoll	Reed, G. H.....	Toronto
Lord, G. S.....	Calgary, Alta.	Robbins, W. W.....	Toronto
Lougheed, W. J.....	Toronto	Scott, Walter.....	Hardisty, Alta.
MacDonald, D. D.....	Toronto	Seaton, E. T.....	Hamilton
MacDougall, J. B.....	North Bay	Shales, Walter E.....	Arnprior
Macpherson, F. F.....	Hamilton	Sifton, W. J.....	Moose Jaw, Sask.
Madill, A. J.....	Peterboro	Sinclair, Muriel G. O.....	Toronto
Mark, C. E.....	Ottawa	Smith, Arthur.....	Toronto
Martyn, H. G.....	Stratford	Spencer, E. L.....	Wilkie, Sask.
McCool, John.....	Walkerton	Thompson, P. M.....	Windsor
McEachern, J. G.....	St. Thomas	Tucker, Mary C.....	Toronto
McGill, G. W.....	Toronto	Walker, Duncan.....	Toronto
McIntosh, H. W.....	Toronto	Walks, R. H.....	Toronto
McKechnie, J. G.....	Regina, Sask.	White, E. T.....	London
McKechnie, J. H.....	Regina, Sask.	Wilkinson, J. E.....	St. Thomas
McLellan, J. C.....	Toronto	Williams, W. H.....	Toronto
Merrill, A. L.....	Canora, Sask.		
Mills, J. S.....	Richmond, Que.		

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the particular Faculty respecting which information is sought:

Curriculum for Junior Matriculation.

Calendar of the Faculty of Arts.

Calendar of the Faculty of Medicine.

Calendar of the Faculty of Applied Science and Engineering.

Calendar of the Faculty of Education.

Calendar of the Faculty of Forestry.

Calendar of the Faculty of Music.

Miscellaneous Curricula.

Calendar of the Department of Social Service.

Announcement of the Board of Graduate Studies.

Bulletin of Information respecting Graduate Facilities

